National Education Association

NATIONAL EDUCATION ASSOCIATION nea OF THE UNITED STATES

1201 SIXTEENTH STREET, N.W.
WASHINGTON, D. C., 20036
ADAMS 4-4848

August 31, 1966

MEMORANDUM TO: Public Relations Directors
State Education Associations

We attach, with our compliments, the 1966 American Education Week Packet for your use in promoting the November 6-12 observance in your state.

We think you'll agree that the theme "Education Adds Up" is especially pertinent and timely and can lend itself to a variety of state and local adaptations.

We believe too that you will find this year's materials closely geared to current interests of parents and other citizens. Please note especially in this connection leaflets on cheating, preventing failure in school, the importance of early physical education, the growth of the junior college, educating daughters.

We hope you will find the Packet a useful promotion tool. Please call on us if we can be of additional assistance.

Cordially,

Roy K Wilson

Roy K. Wilson, Director
Division of Press, Radio, and
Television Relations

Enclosure

National Education Association

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August 31, 1966

MEMO TO: Education Writers and Editorial Writers

Copy for:

During the past few years the Division of Press, Radio, and Television Relations has arranged for a select list of writers and editors to receive a courtesy copy of Education U. S. A. each week. This weekly newsletter is a subscription service by the National School Public Relations Association, one of the NEA Departments. The Division of Press, Radio, and Television Relations works in close cooperation with NSPRA on this publication.

In the past, education writers have found the newsletter valuable in keeping abreast of many of the current trends in education throughout the country.

The first Fall issue of Education U. S. A. will be published tomorrow. An advance copy is enclosed. We are glad to arrange for a courtesy copy to come to you each week throughout the current school year.

Cordially,

Roy K. Wilson

Roy K Wilson, Director
Division of Press, Radio, and
Television Relations

Enclosure

8-30-66

NEWS from the National Education Association
1201-16TH STREET, N.W. • WASHINGTON, D.C. 20036
DIVISION OF PRESS, RADIO, AND TELEVISION RELATIONS • ROY K. WILSON, DIRECTOR

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For Further Information:
Howard Carroll or M. Ruth Broom

8/30/66

FOR IMMEDIATE RELEASE

NEA TEPS Commission Makes Appeal
To Save National Teacher Corps

WASHINGTON, D.C.--An official of the National Education Association has called on Congress to act immediately to provide funds needed to save the National Teacher Corps because the efforts, energies and money already spent on the program will be wasted and "hard to justify--socially, educationally and economically."

Don Davies, executive secretary of the NEA's National Commission on Teacher Education and Professional Standards, in a special plea to Congress, said unless funds for the 1966-67 school year are provided, "the nation will lose an important round in the fight to improve the quality of education in city slums and areas of rural poverty."

Deploring the fact that 350 experienced teacher team leaders and 1,200 interns who are ready to go to work will be stymied unless funds are forthcoming, Davies said:

"These corpsmen, who have received intensive special training on 42 college campuses this summer, have intelligence, talent, and high motivation that should not be wasted. Yet, wasted they will be unless Congress provides the funds necessary to operate the Teacher Corps for the coming year."

Wasted also, Davies stated, will be the opportunity to test out new educational approaches and provisions for immediate help to the children and to hard-pressed professional staffs in urban and rural slum schools.

(More)

Note to Editors and Correspondents: Thirty-three national groups affiliated with the National Education Association as departments provide special services covering the full range of elementary, secondary, college and adult education in the United States. Generally, each of these departments controls its own funds, elects its own officers, and adopts policies and programs which apply particularly to its own special field.

The NEA Division of Press, Radio, and Television Relations provides news about the program of each department to the press and broadcasters and arranges background interviews for news representatives with specialists on the staffs of national groups located at NEA headquarters on request. Studies and reports issued by departments are the expressions of those departments and not statements of policy of the NEA unless set by resolution.

The National TEPS Commission was one of the early and enthusiastic supporters of the Teacher Corps idea and has worked closely with its leaders. Davies said that the Commission is still convinced of the positive values and possibilities in the idea behind the Corps.

"We urge the Congress to give the program the funds it needs to operate for its initial year. We urge the Congress not to choke this exciting idea before it can be tested in practice," Davies said, adding:

"The problems in the nation's slums are simply too complex and important to pass up this promising way of breaking into the cycle of educational, social, and economic deprivation.

"The investment required to make possible the testing of the Teacher Corps idea is relatively small, but its symbolic importance to the teaching profession and to attack on educational deprivation is great."

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8/26/66

FOR IMMEDIATE RELEASE

Educators Worldwide To Consider Proposal
Aimed At Improving Status of Teachers

WASHINGTON, D.C.--A proposal to establish internationally-recognized minimum standards to help improve the professional standing and working conditions of teachers all over the world is gaining widespread support among foreign educators.

William G. Carr, secretary general of the World Confederation of Organizations of the Teaching Profession (WCOTP), says this international organization--composed of 150 national teacher groups from 94 countries--is backing the proposal. Carr is also executive secretary of the National Education Association.

Action in early August by WCOTP's delegate assembly in Seoul, Korea, resulted in endorsement of a draft recommendation, The Status of the Teaching Profession, originally proposed by the United Nations Scientific and Cultural Organization (UNESCO) and the International Labor Organization (ILO). The recommendation marks what educators hope will be a major milestone in educational development throughout the world and will be up for final adoption at a special Intergovernmental Conference at UNESCO, Sept. 21-Oct. 5 in Paris.

Recommendations contained in the draft cover a broad area of concern to members of the teaching profession--from defining educational objectives and policies, to specific suggestions regarding standards for entry into the profession, teacher training, rights and responsibilities, and the need for salary schedules commensurate with responsibilities. The draft recommends that teachers' salaries and working conditions be determined in negotiations between teacher organizations and employers.

The draft was proposed and worked out by experts from 29 countries at a meeting sponsored by (UNESCO) and (ILO) earlier this year in Geneva, Switzerland. Carr, representing the United States at the meeting, was chairman of the editing committee for the document.

# # #

BACKGROUND ON
DRAFT RECOMMENDATION ON TEACHERS' STATUS

Experts from 29 countries unanimously endorsed the international draft recommendation aimed at improving the professional, social and economic conditions of teachers.

They took this action at a meeting in Geneva jointly convened last January by UNESCO and the International Labor Organization. The draft recommendation is based essentially on the conclusions of two meetings of expert committees: one convened by ILO in 1963 on the social and economic conditions of teachers at the primary and secondary levels, the other by UNESCO in 1964 on teachers' status. The final draft also reflects the observations of governments and international teachers organizations.

Although the draft recommendation will not be legally binding on governments, it will help them--and teachers organizations as well--in efforts to improve professional standing and working conditions by setting internationally-recognized minimum standards. While an international instrument, it will still leave countries free to take legislative and other steps they deem necessary in light of their constitutional practices or the specific nature of their school systems.

The draft recommendation defines educational objectives and policies, and suggests standards for entry into the profession, pre-service and in-service training of teachers, and the organization of their careers. It also stresses the need for rules laying down the teacher's duties and rights, defines conditions for effective teaching, and draws attention to the importance of salary levels which ought to be in line with the importance of the profession and subject to periodic review.

The text approved by the experts emphasizes that teachers and their organizations should be closely associated with the determination of educational policy, particularly concerning curricula and methods. It recommends that teachers' salaries and working conditions be determined in negotiations between teaching organizations and employers.

As for the teacher shortage, the draft recommendation notes that exceptional measures taken to correct the situation should not weaken or endanger professional standards already established or about to be established. It declares that certain expedients designed to deal with the shortage of teachers--such as swollen classes or unreasonably long teaching hours--are incompatible with the objectives of education and detrimental to pupils.

The draft recommendation states that improvements in the social and economic status of teachers, in their living and working conditions, in their terms of employment and their career prospects are the best means of overcoming any shortage in fully qualified personnel.

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Tom Hawkins

FOR IMMEDIATE RELEASE

Students Gain in Understanding
Of Methods Used by Communists

WASHINGTON, D.C., Aug. 26--Pupil understanding of communism is better than it was five years ago, according to a national survey announced here by the Joint Committee of the National Education Association (NEA) and the American Legion.

Earl C. Funderburk, co-chairman for NEA on the committee, noted that 69.5 percent of school administrators, college and high school teachers, and others answering the survey felt that progress in teaching the facts about communism has improved.

About 15 percent of participants in the survey felt that conditions were almost the same as five years ago, and two percent held that the level had dropped.

The present survey is a follow-up on the committee's Guidelines for Teaching about Communism in Junior and Senior High Schools, which was made available in 1962. About 100,000 copies of the book were distributed nationally then.

Funderburk, county superintendent of schools, Fairfax, Virginia, is co-chairman with Donald J. Smith, superintendent of schools at St. John, Michigan, who represents the Legion. In the present follow-up study, emphasis is on problems of instruction.

Looking ahead, there is need for improved undergraduate preparation of the teacher, the survey disclosed. More than 70 percent of those answering the survey pointed to inadequacies in training for teachers, and 75 percent felt that teachers need continued in-service training in communist economic theory. Nearly 60 percent felt that further training is also necessary in order to understand the goals and methods of international communism.

(More)

The Joint NEA-Legion Committee is studying the report and is using the findings as basis for future action programs.

The NEA-Legion committee and the U. S. Office of Education sponsor American Education Week. Other programs include "Homebase," which is designed to combat disrespect for law and individual dignity.

The committee is concerned with federal programs for education and extension of public education from kindergarten through at least junior college.

8/26/66

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Howard Carroll

8/25/66

FOR IMMEDIATE RELEASE

Four New Improvements in
NEA Insurance Program

WASHINGTON, D.C.--The National Education Association Insurance Trust announced four new improvements in the NEA Insurance Program to become effective in the new school year.

They are:

- SUPPLEMENTARY SURVIVOR MONTHLY INCOME BENEFITS for members insured under Plan C -- at a small additional cost.
- DOUBLE DEPENDENTS COVERAGE available for members under Plans B and C -- at double the contribution.
- DISABILITY BENEFITS INCREASED under Plan C -- at no additional cost.
- TEMPORARY INCREASE IN AMOUNTS OF INSURANCE under all Plans extended until April 1, 1969 -- at no additional cost.

The supplementary survivor benefit affords an opportunity to NEA members enrolled under Plan C to supplement their regular life insurance benefits with an additional benefit that provides for payment of $100 a month to the member's spouse, children or parent for a specified number of months up to a maximum of 120 months. This benefit also makes provision for a valuable paid-up insurance feature.

Members enrolled under Plans B and C can now obtain double the amount of life insurance for their dependents. The new maximum insurance for a spouse is $5,000, and $2,000 for children.

(More)

Disability benefits for members in Plan C have been increased to $100 a month regardless of age. The number of payments have been increased from a maximum of 48 payments up to a maximum of 120 payments depending on age at the time of disability -- at no additional cost.

Because of the strong support by the insured members, and the good experience of the NEA Insurance Program, the temporary increase in life insurance benefits, now in effect, is extended until April 1, 1969.

More information about the NEA Insurance Program and enrollment forms can be found in the NEA Journal -- or can be obtained by writing to the NEA INSURANCE TRUST, P. O. BOX 888, NEWARK, NEW JERSEY 07101.

# # #

8/25/66

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8/25/66

FOR IMMEDIATE RELEASE

NEA Establishes Special Services Division
To Coordinate Teacher Welfare Benefits

WASHINGTON, D.C.--The National Education Association has established a new division aimed at continuing NEA efforts to advance education through furnishing special services of an economic nature.

The new NEA unit--Special Services Division (SSD)--will coordinate the Association's programs of group life and group accident insurance, tax-sheltered annuities and act as liaison with the NEA mutual Fund. In addition, the Division has responsibility for developing appropriate new special services for members of the united profession.

Heading the SSD is Jack H. Kleinmann, who served as a salary consultant and specialist on urban problems with Professional Development and Welfare and later as an assistant director of the Research Division--both of NEA.

"The Special Services Division is designed to bring the teacher closer to his national organization by providing specific economic benefits at much lower costs than would otherwise be available to him if he was not a member of NEA," said Kleinmann.

"Programs of benefit to all members of the united profession are available at extremely low cost through SSD because the mass purchasing power of an organization with a million members secures tangible values for members of state and national professional education associations," Kleinmann explained.

(More)

A breakdown of the programs and the service they provide:

- NEA GROUP LIFE INSURANCE--Covers up to $21,500 for natural death and $21,500 for accidental death, with lower coverage for spouse and children, with monthly disability income up to $100 and paid up insurance to $1,500--all for semi-annual contributions of $40. Limited coverage is now available for those who previously could not be insured for health reasons.
- NEA GROUP ACCIDENT INSURANCE--Covers accidental death or dismemberment in a public conveyance, an auto, as a pedestrian, or in any other accident, up to $75,000. Reduced amounts may cover spouse and children--all for the one premium of $19 a year. For small additional contributions parents may also be covered.
- NEA TAX-SHELTERED ANNUITY--Enables the participant to have part of his salary withheld and invest in an annuity. The member decides on the amount to be invested and pays no federal income tax on it until he receives the benefits. The program may continue with new employers providing they authorize it.
- NEA MUTUAL FUND--Invests for association members in American industry and business with the objective of long-term growth. Minimum investment is $25; the sales charge is only two per cent. Information is available from Educators Fund Management Corporation, 1101 Seventeenth St., N.W., Washington, D. C., 20036.

These special services are available only to members of the NEA and the appropriate state association. The SSD is operated on a self-sustaining basis.

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FOR IMMEDIATE RELEASE

NEA Opens Regional Office
In Dallas, Texas, Sept. 1

WASHINGTON, D.C., Aug. 29--The National Education Association announced today the opening of a Southwest Regional Office in Dallas, Texas, on Sept. 1. Noah A. Lee, Jr., a former teacher in the Lubbock public schools, has been named regional representative for the new office.

Allan M. West, NEA assistant executive secretary for field operations and urban services, in making the announcement, said the opening of the new office "is a step by the NEA to bring the Association closer to members of local, state and affiliated education groups and to the particular problems of teachers in a four state area--Texas, Arkansas, Oklahoma, and Louisiana.

"Noah Lee is well qualified to head the Southwest Office," West said, "from his experience as a teacher in the Southwest and as a result of his active participation as an officer of his local and state associations."

As regional representative, Lee will be returning to his native state after serving as an NEA national field representative in Washington, D. C., for the past year. He was born in Wichita Falls, and is a graduate of North Texas University where he earned both the B.A. and M.A. degrees. He taught in the Lubbock public schools for 13 years prior to his NEA assignment.

With the opening of the Dallas office in the Stemmons Tower Building (Suite 1004, Stemmons Tower, South), the NEA now has a total of seven regional offices. The others are located in Boston, Mass.; Trenton, N.J.; Indianapolis, Ind.; St. Paul, Minn.; Atlanta, Ga.; and San Francisco, Calif.

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Robin Dorr

FOR IMMEDIATE RELEASE

Critical Teacher Shortage Prevails
Despite All-Time School Spending,
Says NEA Representative

WASHINGTON, D.C., August 25--A high ranking official of the National Education Association says that there is a critical shortage of teachers in the nation despite the record amount of money being spent on education.

What's more, this teacher shortage will ultimately result in the lowering of standards for recruiting and hiring teachers.

These comments were made by Cecil J. Hannan, assistant executive secretary for Professional Development and Welfare, at the Seventh Annual National School for Teacher Salary Scheduling conference held here Aug. 23-26 at NEA Center.

"One of the great ironies of our time is that while billions are being poured into education we have this shortage and a high teacher dropout rate," Hannan said. "In addition, teacher starting salaries are significantly lower than in any other profession."

The reasons for the teacher shortage, Hannan explained, include the rapid expansion of federal programs--Head Start, Job Corps and others. In addition, research centers, business, and industry are rapidly draining teachers from classrooms, with high salaries as the bait.

(More)

Increased use of sanctions, teacher strikes, militancy, the higher cost of living--these will continue to create unrest in the profession, Hannan predicted, until orderly procedures for negotiations between teachers and supervisors are drawn up.

"It is time you put a tiger in your tank," he told the conferees, and that tiger is the immediate adoption of formal policies between teachers and boards of education.

"Teacher participation in school policy is an absolute necessity. Teachers must actively participate in all policy pertaining to the welfare of those they teach, in the selection of textbooks, the adoption of teaching methods, salaries, working conditions, and fringe benefits," he stated.

Hannan noted that one-fifth of the nation's schools have adopted negotiation agreements of this sort, and predicted that the number will be doubled within the year.

"In the meantime, we are strongly urging school boards to increase teaching standards rather than decrease them," he said, adding:

"College students will not be interested in education if standards go down. We are also stepping up recruitment on campuses and encouraging former teachers to return to the profession. Our job will be considerably easier if educators can expect to earn as much as other professionals."

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FOR IMMEDIATE RELEASE

Ohioan Named to Top Post With American
Association of School Administrators

WASHINGTON, D.C., Aug. 23--George B. Redfern, veteran administrator of the Cincinnati, Ohio, public schools, has been appointed associate executive secretary of the American Association of School Administrators, AASA Executive Secretary Forrest E. Conner announced today.

Redfern, former assistant superintendent in charge of administration and personnel for the Cincinnati school system, will take over his new post at AASA headquarters here on Oct. 15.

In announcing his appointment, Dr. Conner, said:

"Not only has Dr. Redfern, through his rich experience as teacher, administrator, and personnel director, attained a position of national eminence in school administration, he brings from his long career in public school education an intimate knowledge and sympathetic approach to the specific problems of teachers and school systems.

"These areas of competence, together with his great personal ability, make Dr. Redfern a most valuable and welcome addition to our staff."

Redfern was graduated from Wilmington College in Wilmington, Ohio, and earned the Ed. M. and the Ed. D. degrees from the University of Cincinnati. His career as a teacher, principal, and personnel and general administrator has extended over a period of 30 years in Ohio schools. He has directed numerous seminars on teacher evaluation and school personnel administration, and has served as a consultant in school personnel administration in school systems and colleges across the nation.

(More)

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He also has taught graduate courses at the University of Cincinnati, and has served as president of the American Association of School Personnel Administrators.

He is coauthor of Personnel Policies for Schools of the Future and author of How To Appraise Teaching Performance, Getting Better Results from Your Personnel (School Executive's Guide), and Improving Principal-Faculty Relationships, published this year by Prentice-Hall. He also has written for numerous professional journals.

8/23/66

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8/22/66

FOR IMMEDIATE RELEASE

New Retirement Center
For Retired Teachers

WASHINGTON, D.C.--Retirement in "sunny" Florida will be possible for the nation's teachers who may have a yen for it now that the Dade County Classroom Teachers Association has a new 17-story modern high-rise apartment building in Miami under construction.

The purpose of this "Florida First," according to Dade County CTA officials, is to provide independent retirement living at nonprofit rentals for teachers from all parts of the nation. They urge teachers planning ahead for retirement to apply now for space in the new building.

Being built on Biscayne Bay in one of Miami's most exclusive areas, the new building is open to all members of the National Education Association and the National Retired Teachers Association. Cost will be about $3.2 million and completion is expected in the fall of 1967.

The location of the new building is five minutes from the beach and five minutes from downtown Miami. In addition to the fully carpeted 272 one-bedroom apartments, facilities such as sun deck, commissary, auditorium-social hall, and hobby rooms, will provide accommodations for social, recreational, and cultural activities.

Teachers desiring application blanks and additional information about the retirement center may write to CTA Hi-Rise, 1451 North Bayshore Drive, Miami, Fla., 33132.

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8/22/66

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Howard Carroll

FOR IMMEDIATE RELEASE

Senate Approves $58 Billion For Defense,
But Cuts Out $6.7 Million For Teachers

WASHINGTON, D.C.--The National Education Association says 700 teachers who have been hired to teach in overseas dependents schools for the 1966-67 school year will have to be fired for lack of funds if the Senate does not restore some $6.7 million it cut from a giant $58 billion defense money bill last Thursday.

Dr. William G. Carr, NEA executive secretary, said the overseas dependents schools would be dealt a "crippling blow" if a ($455) per pupil limitation, set by the Senate, is sustained in the Conference Committee.

Carr explained that legislation enacted in April "corrected years of neglect" by the federal government in the education of children of servicemen stationed overseas.

"The Senate now has completely negated its own act under which teachers have been hired for this school year," declared Carr. "Many (teachers) are already in transit to their overseas assignments."

Carr pointed out that if the Senate version of the Defense Appropriations Bill prevails some 700 teachers already hired for the coming school year will have to be fired and their pupils assigned among already over-crowded classes.

"The so-called saving of $6.7 million is a tiny fraction of the $58 billion defense appropriation--but it is of vital importance to improving the quality of education for dependent children, which for many years has been sub-standard," said Carr.

"It is imperative that the Administration and the Congress join forces to restore the language of the House bill in order that educational opportunity of the boys and girls of our servicemen overseas not be further jeopardized and that teachers may be paid the salaries which they were assured when they accepted employment for this school year," he added.

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Robin Dorr

8/19/66

FOR IMMEDIATE RELEASE

Teachers Gain Valuable Experience
At Job Corps Centers

WASHINGTON, D.C.--Two dozen public school teachers from three states and the District of Columbia have volunteered to spend a year in Job Corps Centers teaching basic reading, arithmetic and vocational skills.

The project, known as Project Interchange, is sponsored by the National Education Association, funded by an Office of Economic Opportunities grant of $411,000, in cooperation with the Job Corps and the Community Action Program.

The teachers have been selected from Sima Valley, Calif.; Seattle, Wash.; Detroit, Mich.; and Washington, D. C. They will teach in Job Corps Centers in Las Vegas, N.M.; Marsing, Idaho; Liberty Park, N.J.; and Coeburn, Va.

According to Robert Luke, Project Interchange director and NEA Adult Education Service Division director, these teachers will gain valuable experience during the year spent in Job Corps Centers...experience which they can take back to their school systems and apply in their own communities with culturally and educationally deprived youth.

The teachers underwent a two-week training period in June during which time they visited Job Corps Centers and attended lectures and group discussions on the problems of the underprivileged. Most of the teachers--six of whom are counselors--have had some experience with delinquent children. While on leave of absence during the year the teachers will be paid directly through their own school districts.

Project Interchange is under the direct supervision of NEA, with Thomas Anderson of the Division of Adult Education Service as project coordinator.

# # #

National Education Association

COPY

NATIONAL EDUCATION ASSOCIATION OF THE UNITED STATES

1201 SIXTEENTH STREET, N.W.
WASHINGTON, D. C., 20036
ADAMS 4-4848

July 18, 1966

Mr. J. Russell Wiggins, Executive Vice-President and Editor
The Washington Post
1515 L Street, N.W.
Washington, D.C. 20005

Dear Mr. Wiggins:

As 10,000 teachers will testify, one of the highlights of the recent convention of the National Education Association in Miami Beach, Florida, was the ceremony commemorating issuance of the Bill of Rights stamp whose significance was underscored by comments from the Washington Post's own "Herblock," and from the Postmaster General of the United States, Lawrence F. O'Brien.

Both men took the occasion to issue a ringing challenge to American educators to teach the Bill of Rights meaningfully and directly.

Herblock said: "If there is one thing every child should get from education, it is an understanding of the Bill of Rights as a living and vital American document, a part of the fabric of our government; not only as a document of 175 years ago. Children should be taught in school what the Bill of Rights means to every person today and tomorrow."

Mr. O'Brien maintained that the issues decided when the Bill of Rights is tested -- "as it is hundreds of times a year, are as alive and as potentially interesting to young people as current popular music -- and more compelling -- for the rhythm of these issues is no less than the beat of the democratic heart."

The National Education Association is proud to have offered a forum for the expression of these convictions of one of America's top government officials and one of its most-honored political cartoonists. In fact, we think their remarks are so compelling we plan to share them with the chief editorial writers of daily newspapers in all parts of the country in late August as schools prepare to re-open.

We thought you might be interested in seeing a copy of the program for this thrilling ceremony. I am also sending a copy of the program to several other staff members at the Washington Post.

Sincerely yours,

Roy K. Wilson

Roy K. Wilson, Director
Division of Press, Radio and
Television Relations

cc: Mrs. Graham, Miss Carper, Mrs. Edstrom and Messrs. Beebe, Sweeterman, Hays, Siegel, Phillips, Friendly, Estabrook, Pusey, Bradlee, Gilbert, Clayton, Harter, Isaacs, Stern, Roberts, Keith, Riseling, Thornburgh, Barth, Duscha, Folliard, Grant and Segal.

NEWS from the National Education Association
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FOR IMMEDIATE RELEASE

Nearly Million Spanish-Speaking Children
Never Get To High School In Southwest

WASHINGTON, D. C., August 17--Nearly a million Spanish-speaking children living within a five-state area in the Southwest will never get beyond the eighth grade.

Most of them come from low-income, educationally and culturally deprived homes where their native language is spoken badly. Many are only vaguely familiar with the English language, and yet these children are herded into classrooms where courses are taught in English and, in some cases, the speaking of Spanish is forbidden in classrooms and even on the playground.

What's more, a California survey found that the level of education reached by these youngsters is well below the level of the total population and even below that of the non-white population.

These alarming disclosures were contained today in a survey sponsored by the Department of Rural Education of the National Education Association working in cooperation with a group of teachers in Tucson, Arizona. The five-state area surveyed included Arizona, California, Colorado, New Mexico, and Texas.

According to the report, 1.75 million children in elementary and secondary public schools in this area are Spanish-speaking, the great majority of which are Mexican-American. They constitute one-sixth of the school enrollment.

(More)

Note to Editors and Correspondents: Thirty-three national groups affiliated with the National Education Association as departments provide special services covering the full range of elementary, secondary, college and adult education in the United States. Generally, each of these departments controls its own funds, elects its own officers, and adopts policies and programs which apply particularly to its own special field.

The NEA Division of Press, Radio, and Television Relations provides news about the program of each department to the press and broadcasters and arranges background interviews for news representatives with specialists on the staffs of national groups located at NEA headquarters on request. Studies and reports issued by departments are the expressions of those departments and not statements of policy of the NEA unless set by resolution.

Not infrequently, the report adds, students have been subjected to corporal punishment for lapsing into their own native language--Spanish--despite the fact that in some schools 99 percent of the enrollment is Mexican-American.

"These children start school with a decided handicap, fall behind their classmates in the first grade, and each passing year finds them farther behind. They are conditioned to failure in the early years of their schooling and each passing year only serves to reinforce their feelings of failure and frustration," the report states.

Emerging from pockets of poverty with an immediate language barrier, the average Spanish-speaking American child is a victim of the failure syndrome before he gets to the first grade.

Nearly two million American children--Spanish-speaking--are, today, an "alien," and an "alienated" group totally forgotten in the current struggle for civil rights and human rights. The report is aptly entitled,"The Invisible Minority...Pero No Vencibles."

The dropout rate among the Spanish-speaking children is critical, according to the report. More than half of the boys and nearly half of the girls leave school at the eighth grade level to take low-paying unskilled laboring jobs thus perpetuating the poverty syndrome handed down to them by their parents.

Altogether there are more than 3.5 million people with Spanish surnames living in this five-state area. How did they become the "invisible minority" they are today?

Having settled parts of the Southwest more than 11 years before the landing at Plymouth, Spanish-speaking people constituted nearly the total population of that area by the 1700s. Yet within less than 200 years heavy migrations of English-speaking people, Mexican land grants to colonists, border disputes and finally the Mexican War resulted in the complete take over of the Southwest by non-Spanish people.

(More)

By one of history's ironies, the Spanish-speaking majority became the minority, and remains so until today. Unlike the immigrant from Europe, the Spanish-speaking American was not, and is not today, willing to abandon his ancient cultural and linguistic heritage.

Thus today there are 3.5 million Spanish-speaking Americans in the Southwest without a country--they are not tied to Spain or Mexico, nor have they found ties in America. Their children are not getting the education they deserve, the report points out.

At the same time, the NEA-Tucson survey of 21 school districts found some outstanding examples of schools that are attempting to change this failure syndrome.

The most successful programs emphasized two things: helping the Spanish-speaking student to adjust to the dominant "Anglo" culture; and fostering in him a pride in his Spanish-speaking culture and origin.

Apathy, low grades and early dropouts are curbed where Spanish is taught, and where the curriculum includes courses in Spanish history and culture. Some improvement is seen in schools which encourage bilingual expertness.

These schools are located in Albuquerque and Pecos, New Mexico; Merced, Calif.; Pueblo, Colo.; and Tucson and Phoenix, Ariz.

In general, the survey suggests that opportunities for developing programs to fit the needs of these nearly two million Spanish-speaking students are within the scope of either Title I or Title III of the Elementary and Secondary Education Act of 1965.

But further legislation and increased appropriations are needed and a more intensive effort to recruit additional teachers from among the Spanish-speaking is another imperative, the report recommends. Additional research, especially of a demonstration nature, is another.

# # #

8/17/66

CONGRESSIONAL REACTION TO THE NEA-TUCSON SURVEY

SEN. THOMAS H. KUCHEL (R.-Calif.)--"I fully concur that our educational system should adopt a bilingual approach to education in areas where our Spanish-American culture remains...The proposal to use Spanish texts to acquaint students with the beauties of Don Quixote or the story of the Mexican Revolution strikes me as eminently sound...I salute your efforts and wish them every success."

SEN. GORDON ALLOTT (R.-Colo.)--"I wholeheartedly agree that a new approach toward overcoming the language barrier is a most effective way to bring about a better understanding toward our Spanish- or Mexican-American citizens...Certainly, the widespread dissemination of information, such as your booklet and the press conference that will be held, help to do this. Through your efforts and many others, indeed the change is being made."

SEN. PETER H. DOMINICK (R.-Colo.)--"I have a double interest in this sort of program inasmuch as I represent many Spanish-speaking Americans and also serve on the Education Subcommittee of the Senate Labor and Public Welfare Committee. I am particularly pleased to see that the program is bearing fruit in Pueblo, Colo."

SEN. JOSEPH M. MONTOYA (D.-N. Mex.)--"I believe this publication...focuses very accurately on the problems in Mexican-American child faces in the Southwest. I am certain this publication will be very beneficial to me in preparing for the 5-state Symposium on the Spanish-Speaking Child in the Schools of the Southwest, which is being sponsored by the National Education Association at the University of Arizona in October."

SEN. PAUL FANNIN (R.-Ariz.)--"After many years of working with the Mexican-American community, my conclusion is that of greatest benefit to these people are programs that enable them to communicate at every level with their surrounding community. Therefore you are to be commended for your assistance in this effort."

REP. HENRY B. GONZALEZ (D.-Tex.)--"The tragedy is that the schools are still doing precious little to help solve the riddle of effectively educating non-English speaking children with the result being the mass production of thousands of children who are illiterate in two languages...I am grateful that the National Education Association recognizes the problem and is attempting to solve it; the need is vast and the urgency for action cannot be overstated."

REP. JOHN J. RHODES (R.-Ariz.)--"The efforts of the National Education Association to overcome the language barrier of our Spanish-speaking students are commendable, and I wholeheartedly applaud the success of the program evinced in the committee report."

REP. MORRIS K. UDALL (D.-Ariz.)--"It is a powerful argument for schools to pursue programs which will bring to students, and through them, the communities, the richness achieved when bilingualism is a planned and actively supported goal. The report is an extremely valuable guide even for those administrations already pursuing such a goal because it offers insight as to what is being done elsewhere."

SEN. RALPH YARBOROUGH (D.-Tex.)--"The NEA-Report Survey on the teaching of Spanish-speaking (children) presents a realistic picture and solution to many of the problems of education for Mexican-Americans and other Spanish-speaking peoples in this country ...Your aims and goals are high and very much needed. I congratulate you on a fine publication and wish you well with future endeavors."

March 1966

BR-1 LIST

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Newspaper Bureaus

Robert Gruenberg	Chicago's American
Josephine Ripley	Christian Science Monitor
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Peter Barnes	Lowell (Mass.) Sun
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Leonard Baker	Newsday
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Marjorie Hunter	The New York Times
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Roy Parker, Jr.	The Raleigh News and Observer
William K. Wyant, Jr., Education Writer	St. Louis Post Dispatch
J. Bob Lucas	Tulsa Tribune
Malvina Stephenson	Tulsa World

Allan W. Cromley	Daily Oklahoman
John Spivak	Wall Street Journal

Magazine Bureaus

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NEW YORK CITY

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National Education Association

NATIONAL EDUCATION ASSOCIATION OF THE UNITED STATES

1201 SIXTEENTH STREET, N.W.
WASHINGTON, D. C., 20036
ADAMS 4-4848

August 15, 1966

Memorandum to: Editors, State Journals
State Education Associations

As 10,000 teachers will testify, one of the highlights of the recent convention of the National Education Association in Miami Beach, Florida, was the ceremony commemorating issuance of the Bill of Rights stamp whose significance was underscored by comments from "Herblock," the Pulitzer-prizewinning cartoonist, and from the Postmaster General of the United States, Lawrence F. O'Brien.

Both men took the occasion to issue a ringing challenge to American educators to teach the Bill of Rights meaningfully and directly.

Herblock said: "If there is one thing every child should get from education, it is an understanding of the Bill of Rights as a living and vital American document, a part of the fabric of our government; not only as a document of 175 years ago. Children should be taught in school what the Bill of Rights means to every person today and tomorrow."

Mr. O'Brien maintained that the issues decided when the Bill of Rights is tested--"as it is hundreds of times a year, are as alive and as potentially interesting to young people as current popular music--and more compelling--for the rhythm of these issues is no less than the beat of the democratic heart."

The National Education Association is proud to have offered a forum for the expression of these convictions of one of America's top government officials and one of its most-honored political cartoonists. In fact, we think their remarks are so compelling we thought you would like to have them in your reference files as a possible source of material for future features on teaching the Bill of Rights.

Copies of Mr. Block's and Mr. O'Brien's speeches are enclosed along with a copy of the printed commemorative program for your use.

Sincerely yours,

Roy K. Wilson

Roy K. Wilson, Director
Division of Press, Radio, and
Television Relations

Enclosures

NATIONAL EDUCATION ASSOCIATION
104th Annual Convention June 26 - July 1, 1966 Miami Beach, Florida

SPEAKER: Herbert L. Block, Political Cartoonist, The Washington Post

TOPIC: "The Bill of Rights Commemorative Stamp"

TIME: 11:00 A. M., Friday, July 1, 1966

PLACE: Convention Hall

PROGRAM PAGE: 19

I want to tell you first of all how very happy I am to be with my old friends of the National Education Association and with the Postmaster General and other distinguished guests.

I just want to say that I did not come here to ask you to go out and buy this new stamp; and there is no truth in the rumor that the Postmaster General is putting the arm on anyone to buy more of these stamps. When I turned in the drawing for the stamp, I did casually mention to him that I do books and cartoons on a royalty basis, and I thought it would be nice if we could have a similar arrangement on the stamp--say a modest two cents on each one sold and not returned to the Post Office by dissatisfied customers. He said this was a very interesting idea, but unfortunately the Post Office Department has always been engaged in a struggle for operating funds. However, he said he would speak to the Secretary of the Treasury and the head of the Bureau of Engraving and see what could be done about promoting me from five cent stamps to five dollar bills. And as a special bonus, he offered me a share of all the complaints that come in on mail service.

Well, designing the stamp was for me a new and fascinating experience, and in the future I will always wince a little, I think, when someone speaks deprecatingly of something as being postage-stamp size. As an art form the postage stamp can present as many challenges and problems as any wall-to-wall mural. And at one point after working 30 hours straight through to make the deadline, I found myself mumbling a little slogan: "Help stamp out stamps!"

Being asked to design this particular stamp was for me not only a challenge, but of course a great honor. I tried to do a design that showed something living and active rather than picturing some historic relic. And I used the words--"The rights of the people shall not be violated,"--which you will recognize as a foreshortening of a phrase in the Bill of Rights--because they seem to me to sum up its meaning. The Bill of Rights carries out the idea expressed in the Declaration of Independence "that all men have inalienable rights"--not only the monarchs or the barons who signed the Magna Carta, not only the well-born, the well-to-do, or even the well-educated, but every person as a human being.

It was E. B. White who once referred to what he called the secular religion that unifies America--"faith in freedom..."I think it is not inappropriate to make a comparison between these first ten amendments and the Ten Commandments. The Ten Commandments have been described as consisting mostly of thou-shalt-nots, and so do these Constitutional amendments. But where the Commandments say what individuals should not do, the Bill of Rights tells the government what it may not do to the individual. It defines what an elected government, even the most powerful government in the world, is not permitted to do to any person living under that government.

(More)

Not many years ago during the period of McCarthyism, Chief Justice Warren delivered a speech in which he wondered aloud how the Bill of Rights would fare if it were up for ratification at that time.

But the question is one that belongs not only to that period of hysteria. We have heard and we still hear references to the fifth amendment, for example, as if the use of it were something necessarily shameful, and as if the amendment itself were some kind of an unfortunate mistake. We hear daily of complaints about demonstrators who peaceably assemble and who express grievances. We hear cries of outrage about dissent from government policy by people who are exercising the right of free speech. And I am sure there are some readers and at times some high officials who look at my work, or the work of some of my colleagues, and wonder if we really need quite so much freedom of the press.

We hear protests because the government guarantees freedom of religion instead of contributing toward the promotion of religion itself.

We hear often, from those seeking a shortcut to justice, complaints about what they call "mere legal technicalities" which are generally what the Bill of Rights refers to as "due process of law."

The question is raised: "Must our government be weak in the face of men accused of crimes, who demand legal advice; weak before those who take the fifth amendment; weak before those who openly express differences with government policy even in time of war?"

The answer is that the restrictions imposed on government by the Bill of Rights--these so-called weaknesses of our government in relation to the rights of the individual person, of the poorest, the meanest, or the most misguided of its people--these are in fact our nation's greatest strength.

It is this respect for the right of every individual, however unrespectable he or his opinions may be considered by others, which makes our country greater than other nations which also possess powerful weapons and vast resources and even larger populations than ours but without that essential ingredient of individual freedom.

I recall when a Negro entered the University of Mississippi and bloody rioting took place there, someone asked, "What do you suppose they have been teaching them at that university?"

Well, when people complain about the exercise of any rights by others, we might ask ourselves if there has been enough teaching about all of our Constitutional rights.

I think that if there is one thing that every child in this country should get out of school, it should be an understanding of the Bill of Rights, not only as a historical document of 175 years ago, but as a living and vital American doctrine, a part of the fabric of our life and government--an understanding of the reason why those rights were set forth, why they are valid today and what they mean to every person in this country today and tomorrow.

When NEA President Richard Batchelder wrote a very kind letter inviting me to come here, I noticed on the stationery the slogan which I see outside and used elsewhere--your convention slogan, "Free To Teach." I think the highest service you can perform in exercising the freedom to teach is to teach freedom.

I hope you do this work so well that by the time the 200th anniversary of these first ten amendments is celebrated no one will need wonder: How would the Bill of Rights fare if it were up for ratification today?

# # #

NATIONAL EDUCATION ASSOCIATION
104th Annual Convention June 26--July 1, 1966 Miami Beach, Florida

SPEAKER: Lawrence F. O'Brien, Postmaster General

TOPIC: "THE BILL OF RIGHTS COMMEMORATIVE STAMP"

TIME: 11:00 A. M. Friday, July 1, 1966

PLACE: Convention Hall

PROGRAM PAGE: 19

I am delighted to be with you today, particularly since this is one of those all too rare instances when audience and occasion blend and harmonize.

The occasion is a new commemorative stamp, but what this stamp commemorates is not a monument of the distant past but the beating heart of America's present. What it commemorates is both priceless and free to all of us--the legal foundation of our human rights.

And this audience, representing as you do a proud and creative profession, guardians of the crucible in which Americans are nurtured, have as your highest responsibility the introduction of young minds to the best that we inherit from the past and the best to which we aspire in the future. And certianly the Bill of Rights is one of the greatest heritages of a free people, and the strongest safeguard of their desire to see freedom survive and expand.

The stamp is itself particularly worthy of note. It is, of course, an extraordinarily difficult task to condense down to a unified, unforgettable, unambiguous design a highly abstract idea. How much more difficult is it to express the multiple ideas of our fundamental liberties, liberties as diverse as freedom of the press, of religion, of speech, of security against unreasonable search and seizure, of assembly, of petition, of due process of law, of a fair and public trial? And the task is made more complex when the subject is so important and so filled with tradition and emotion, as is the Bill of Rights.

This is the task for a great teacher and a great artist.

Fortunately, there was greatness of talent available and responsive to this challenge. For, as you know, this commemorative stamp ---with its incisive symbol of the open hand of the law restraining the arbitrary fist that knocks at night---is the product of the powerful pen of Herbert L. Block, better known as Herblock.

Herblock, in a cluttered cubbyhole just off the city room of the WASHINGTON POST, regularly combines in his own secret formula just the right amount of ink, acid, pomposity detergent, truth, conviction, clarity, forcefulness, and tincture of genius.

This combination, which one might term instant speechless communication, is the mark of a great craft, and I feel that we Americans are fortunate in having among us one of the most creative editorial cartoonists in history.

* * * * * * *

As a practicing politician I see in the evolution of the Bill of Rights a unique, and largely unexplored and unused resource for teaching and for sharpening young minds about issues that count.

Those who have given much thought to the educational process seem always to arrive at the general and not so strange conclusion that interest or motivation is critical to the learning process.

The need--and I am sure you know far better than I--is to link interest and importance.

Alfred North Whitehead said that "When you analyze in the light of experience the central task of education, you find that its successful accomplishment depends on a delicate adjustment of many variable factors. The reason is that we are dealing with human minds, and not with dead matter. The evocation of curiosity, of judgment, of the power of mastering a complicated tangle of circumstances, the use of theory in giving foresight in special cases---all these powers are not to be imparted by a set rule embodied in one schedule of examination subjects."

How then are these powers to be imparted?

As a politician speaking to expert teachers, I would be more than foolhardy to lay down a rule----and I would also violate the very point of view I have just quoted.

But I have one suggestion. I believe that the Bill of Rights can do more to help students understand what America is really all about, can do more to provide a vivid appreciation of the moral foundation that makes our nation great, than any comparable single body of knowledge in existence.

Now I am not speaking about reciting the original ten over and over again. I am not talking about memorizing some rules or set of historical facts. But what I am referring to is the dramatic, engrossing, human struggle that has ensued throughout our history, sometimes with victories and great advances, sometimes with defeat, selfishness, and repression, a struggle to give meaning to the Bill of Rights through individual cases and decisions.

There is drama here. There are ten thousand cases involving human passions, human folly, ten thousand sharp points to catch and hold interest. There is meaning here---direct meaning for the students, for you as teachers, for every American, and indeed for all the world. For here, in turning words

and high principle into hard fact and direct action, is the soul of America.

We Americans tend to view our Bill of Rights as something unique, a kind of armor-plated shield against tyranny. This is no less than nonsense. If we really want to see a comprehensive Bill of Rights, one that goes much further than our own, take a look at Chapter Ten of the Constitution of the Soviet Union.

There are all kinds and varieties of rights outlined there, including, of course, freedom of speech and press. Not only is freedom of expression guaranteed in Article 125 of the Soviet Constitution, but the guarantee extends to "placing at the disposal of the working people and their organizations printing presses, stocks of paper, public buildings, the streets, communications facilities and other material requisites for the exercise of these rights."

"How liberal," one might say, "How much better than America's." But the periodic trials that reflect the suppression of free expression show the reality. They show that though the word may be the beginning---there must also be some means of assuring that the beginning is not the end, and that words are not divorced from action. High principles are simply not enough. We must have a means to translate principle into practice, and we must see that principle is not sacrificed to expediency.

This is the difference, this is the heart of the difference, between the "Fundamental Rights and Duties of Citizens" as contained in the Soviet Constitution, and our own first ten amendments to the Constitution.

The process of a State safeguarding rights even against its own action---this mechanism, so often ignored---is vital to our system of government.

The issues decided when the Bill of Rights is tested, as it is hundreds of times a year, are as alive and potentially as interesting to young people as current popular music--and more compelling--for the rhythm of these issues is no less than the beat of the democratic heart.

Many of the cases that test one or another of the amendments celebrated by the Bill of Rights Stamp concern individuals who are doing things that you or I probably would not approve of. Your students probably would not agree with them. Most Americans might not agree with the views of certain persons who appeal to the Supreme Court on the grounds that their constitutional rights are being violated, but there is a great principle involved in these instances, a principle that I believe should be understood by every American----that in our nation a man has a right to be wrong, and that minority views, however repugnant they might be to public opinion, must receive the full protection of the law.

This is the kind of living issue that Alfred North Whitehead commended to teachers; this is the kind of living issue that makes the climate of politics so bracing and invigorating, and this is the kind of issue that would make sense to young people.

* * * * *

O'Brien

The Bill of Rights has evolved as man's social conscience has evolved, and court decisions reflect a continual movement toward a higher plateau of civilization.

Certainly this can be seen in the case of racial justice. In the Dred Scott decision the American Negro was judged by the court to be sub-human. This was an aberration corrected by the Fourteenth Amendment. There have been other aberrations since the Dred Scott decision, such as using the due process clause of the Fourteenth Amendment as a weapon against social legislation, but the general trend has been to strengthen our rights and, equally important, to add new rights not conceived when the Bill of Rights was written.

As a result of the Social Security program who now can doubt that security in one's later years is one of the rights we take for granted?

And since the MEDICARE program was passed, the right to security has been enlarged to include medical care without impairment of one's dignity.

But perhaps the greatest extension is the addition to the Bill of Rights of a new right---the right of a good education for every American boy and girl regardless of the color of their skin, or the economic status of their parents, or the area in which they were born.

In enunciating this newest addition to our Bill of Rights, President Johnson said, in words that are as clear and as forceful as Madison's draft of the first ten Amendments: "Every child has the right to as much education as he or she has the ability to take. I want that for our children's sake, but I also want it for our Nation's sake."

This new right has not remained a paper promise.

I can attest to the fact that both President Kennedy and President Johnson were deeply concerned that Congress act in this area. I recall, and I recall personally as one of my most memorable experiences in public life, the continuing dialogue that ensued between the White House, the Congress, and your organization in securing favorable action on education bills. The contribution of this organization, along with others vitally concerned with the quality of American education, helped to break a serious bottleneck that had hindered action for many years. These sessions, often lasting into the early hours of the morning, and which dealt with such basic questions as the nature of our Federal system and the principle of the separation of church and state, were among the most significant developments during my five years in the White House. This organization should be proud, justly proud, of its contribution during those critical days, a contribution that will yield dividends to generations yet unborn.

The Elementary and Secondary Education Act, signed by President Johnson in April 1965 was certainly a landmark that established a forward movement, and an achievement that facilitated other creative action. But no single effort should be viewed in isolation from the total program.

For the 88th and 89th Congresses have created a mosaic of laws to assure that this newest right moves quickly from the law books into the nation's classrooms.

No less than 24 major pieces of education legislation have been enacted in the past three years.

These laws form a channel by which billions of Federal tax dollars are already moving into our elementary schools, high schools, vocational schools, colleges and universities.

These laws are also a monument to the responsiveness and flexibility of our system of government, and to the men who make it work.

But I would stress that these laws are not, nor were ever intended to be, an effort to replace local control and local direction with Federal action. On the contrary, they are designed to provide what Harold Howe, the U. S. Commissioner of Education, terms "seed money"---money intended to stimulate greater self-help on all levels.

It would be a tragedy of the first magnitude if any body, be it State of local school board, curtailed its own efforts because of the fresh Federal effort.

In the kind of world in which we live, that nation that undervalues or shortchanges education is doomed. For such a nation, Whitehead said, "Not all your heroism, not all your social charm, not all your wit, not all your victories on land or at sea, can move back the finger of fate."

As educators your task is not only to teach creatively, but to be vigilant to assure that education receives the support it deserves, the support it must have.

Armed with a new national mandate, America's educators have never before possessed such an opportunity to implement the theme of this convention. Never before have you been so free to teach. And this freedom is vital to our nation for, as President Johnson said, "Where liberty has arisen, learning must be cherished---or liberty itself becomes a fragile thing."

Yes, I think there is no doubt that the doors are now open to a new era where education will receive matchless support. Future generations of Americans will be able as never before to be ceaselessly musing, venturing seeking....and, like Whitman's noiseless patient spider, to be launching filament, filament, filament....ever unreeling them, ever tirelessly speeding them, every grasping for new knowledge and new control over the forces of darkness and denial.

But these filaments will not be cast, unless we have commitment and leadership from our nation's too often undervalued teachers. This great organization has dedicated itself to that end, it has worked for that end, tirelessly and with great effect. It deserves the applause and appreciation of every American. American education, largely through the efforts of the National Education Association, is now on the march. At long last it is moving forward at double time. But in education there are no final victories

O'Brien

You, as leaders of American education well know the challenge, and see the responsibility. For this nation, which so long has had faith in the power of learning, has now by a series of brave new laws ended its reliance on faith alone. Now the American people can justly expect results. They have at last agreed with you that education is not an afterthought but simply all that counts if we want to be excellent, if we wish to be great, if we hope to survive. It is up to you to provide the leadership needed to match their faith, the challenge of our time, and the scope of our opportunity.

BILL OF RIGHTS COMMEMORATIVE STAMP

First Day of Issue Ceremonies
Miami Beach, Florida / July 1, 1966
104th Convention of the National Education Association

PROGRAM

Presiding	Richard D. Batchelder, President of the National Education Association
Address	The Honorable Lawrence J. O'Brien Postmaster General, The United States of America
Honored Guests	The Honorable Haydon Burns Governor of Florida
	The Honorable Spessard L. Holland United States Senator, Florida
	The Honorable George A. Smathers United States Senator, Florida
	The Honorable Claude Pepper United States Congressman, Florida
	The Honorable Dante B. Fascell United States Congressman, Florida
	The Honorable Elliott Roosevelt Mayor of Miami Beach, Florida
	The Honorable Robert King High Mayor of Miami, Florida
	C. Banks Gladden Regional Director, Post Office Department Atlanta, Georgia
	Eugene Dunlap Postmaster, Miami, Florida
	Ira Kapenstein Special Assistant to the Postmaster General
	Herbert L. Block Artist, Washington Post

stamp

THE stamp that commemorates the 175th anniversary of the Bill of Rights was designed by Herbert L. Block, Pulitzer prize-winning artist. The gauntleted fist which is suggestive of "the knock on the door at night" and associated with tyranny is opposed by a bare upraised hand symbolizing the guarantees of freedom in the Bill of Rights. These first ten amendments established freedom of religion, freedom of speech, freedom of the press, the right to a jury trial, and other safeguards to human rights.

The Bill of Rights stamp was modeled by Robert J. Jones and Howard C. Mildner. Engravers are Joseph S. Creamer, Jr. (vignette) and Kenneth C. Wiram (lettering) of the Bureau of Engraving and Printing.

IT IS appropriate that the first day of issue ceremonies for the stamp commemorating the 175th anniversary of the Bill of Rights should take place at the convention of the National Education Association. The first ten amendments were adopted at one time, within three years after the Constitution was ratified. They are often called the American Bill of Rights because their purpose is to safeguard more fully the rights of the people and of the states.

In 1965 the Representative Assembly of the National Education Association launched a one Million Dollar Fund to be used to protect and promote the rights of all educators throughout the nation—to aid individual teachers whose rights are threatened as well as to alleviate mass distress.

National Education Association

NATIONAL EDUCATION ASSOCIATION OF THE UNITED STATES

1201 SIXTEENTH STREET, N.W.
WASHINGTON, D. C., 20036
ADAMS 4-4848

August 12, 1966

MEMORANDUM TO: Writers and Broadcasters

SUBJECT: News Conference dealing with problems of Spanish speaking children in the Southwest

Almost forgotten in the struggle for equal educational opportunities in the enlightened decade of the 60's are some 1.75 million children in the Southwest with Spanish surnames whose level of education is well below that of the total population and even under that of the non-white population.

More than half of the boys and almost half of the girls 14 years and over do not go beyond the eighth grade. They have become members of an "alien" and "alienated group."

The National Education Association, through its Department of Rural Education, has made a study of this problem and will release a report on its findings and make recommendations at a news conference to be held at 10 a.m. Wednesday, August 17, 1966. The conference will be held in the Horace Mann Room (eighth floor) of the NEA Building, 1201 16th St., N.W., Washington, D.C. Use either the M Street or 16th Street entrance.

The study specifically covers the problems of Spanish speaking children in the following states: California, Texas, Colorado, Arizona, and New Mexico. The report is entitled "The Invisible Minority."

Spokesman for the committee making the report will be Mr. Adalberto Guerrero, secretary-treasurer, University of Arizona. He will be available for questions at the news conference.

Howard Carroll

HOWARD CARROLL
Division of Press, Radio, and
Television Relations
ADams 4-4848, Extension 284

National Education Association

NATIONAL EDUCATION ASSOCIATION nea OF THE UNITED STATES

1201 SIXTEENTH STREET, N.W.
WASHINGTON, D. C., 20036
ADAMS 4-4848

August 12, 1966

Memo to:

On behalf of Mr. Wilson, who is out of town, I am writing to inquire whether there might be newspaper clippings which have come to your attention regarding your state's Pacemaker Award presented during the National Education Association Convention at Miami Beach in June.

If you have such clips, would it be convenient to share them with us? We would appreciate seeing whatever you might send--either the original clipping or photo copies. If you wish them returned, please indicate this and we will return them promptly.

Sincerely Yours,

Elma Williams
Administrative Assistant
Division of Press, Radio, and
Television Relations

NEWS from the National Education Association
1201-16TH STREET, N.W. • WASHINGTON, D.C. 20036
DIVISION OF PRESS, RADIO, AND TELEVISION RELATIONS • ROY K. WILSON, DIRECTOR

WASHINGTON, D.C.
(202) AD 4-4868
NEW YORK CITY
(212) LT 1-2360
LOS ANGELES
(213) 478-1277

For Further Information:
M. Ruth Broom

8/11/66

FOR IMMEDIATE RELEASE

DCT Announces New $500
World Affairs Fellowship

WASHINGTON, D.C. (SPECIAL)--The Department of Classroom Teachers of the National Education Association has announced the establishment of a new three-year experimental program designed to improve the teaching of world affairs.

It is the Hilda Maehling Fellowship in World Affairs and will provide a $500 grant to a classroom teacher to carry out, as an integral part of the teacher's classwork, an imaginative project designed to develop in students a greater understanding of world affairs.

The new Fellowship will be given in addition to the regular Hilda Maehling Fellowships for Professional Development. Any classroom teacher who meets the basic requirements of a regular Fellow is eligible, providing the project deals specifically with the teaching of world affairs.

Applications for the regular Fellowships and the Fellowship in World Affairs must be received by the DCT by Nov. 15.

The Fellowship applicant must be a qualified classroom teacher and must submit for consideration:

- A description of the special project the teacher intends to follow under a Fellowship.

(More)

Note to Editors and Correspondents: Thirty-three national groups affiliated with the National Education Association as departments provide special services covering the full range of elementary, secondary, college and adult education in the United States. Generally, each of these departments controls its own funds, elects its own officers, and adopts policies and programs which apply particularly to its own special field.

The NEA Division of Press, Radio, and Television Relations provides news about the program of each department to the press and broadcasters and arranges background interviews for news representatives with specialists on the staffs of national groups located at NEA headquarters on request. Studies and reports issued by departments are the expressions of those departments and not statements of policy of the NEA unless set by resolution.

- Evidence of professional preparation, successful teaching experience, and outstanding professional service and leadership.
- Endorsements of ability to follow through on Fellowship plans.

Fellowship grants are made from income accumulating in a fund from voluntary contributions by teachers. The fund now stands at more than $100,000. The DCT annually sponsors the fellowships in honor of Hilda Maehling, first executive secretary of DCT and first assistant executive secretary for Professional Development and Welfare of NEA.

Applications for the new Fellowship and for the regular Hilda Maehling Fellowships may be obtained from the Department of Classroom Teachers, National Education Association, 1201 - 16th Street, N. W., Washington, D. C. 20036.

# # #

8/11/66

NEWS from the National Education Association
1201-16TH STREET, N.W. • WASHINGTON, D.C. 20036
DIVISION OF PRESS, RADIO, AND TELEVISION RELATIONS • ROY K. WILSON, DIRECTOR

WASHINGTON, D.C.
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LOS ANGELES
(213) 478-1277

For Further Information:
Howard Carroll

8/11/66

FOR IMMEDIATE RELEASE

National Education Association
To Investigate Baltimore Schools

WASHINGTON, D.C.--An eight-member team of educators has been named by the National Education Association (NEA) to make an investigation beginning August 22 into "conditions which may be detrimental to education" in Baltimore (Maryland) public schools.

Dr. Richard B. Kennan, executive secretary of the NEA Commission on Professional Rights and Responsibilities (PR&R), said the delegation represents a distinguished line-up of educators from all parts of the nation. Each of the eight members is from a different state.

The team includes experts on school finance, school administration, educational research and teaching conditions.

Kennan said the primary purpose of the investigative committee will be to make a study of the educational program, ascertain any areas of weakness--financial or otherwise.

He said the committee will recommend corrective measures in an effort to constructively assist the citizens of Baltimore in their attempt to find solutions to the difficult problems faced by public education in Maryland's largest city.

The committee will be in Baltimore for three days through Aug. 24 and will continue its investigation after school opens in September.

The request for the investigation was made by the Baltimore Public School Teachers Association (PSTA), and the Maryland State Teachers Association (MSTA).

(More)

In commenting on the investigation, H. Orville Berwick, executive secretary of the PSTA, said Baltimore schools are in a state of "continued decline in the quality of education available to pupils." He added that the PSTA decided it was time to call a halt to this continuing pattern of deteriorating school conditions.

Members of the NEA investigative committee are: Mrs. Vivian Bowser, Classroom Teacher, President-Elect of Teachers State Association of Texas, Houston; Dr. Frank Dick, Superintendent of Schools, Toledo, Ohio; Dr. William Hageny, Executive Secretary, Mid-Hudson School Study Council, New Paltz, New York; Dr. Earl Jackson, Principal, Bancroft Junior High School, Wilmington, Delaware; Mrs. Patricia Light, Classroom Teacher, Fort Wayne, Indiana; Mrs. Ruth Mancuso, Member, Board of Education, Glassboro, New Jersey; Gertrude Sinclair, Classroom Teacher, Barre, Vermont and Member of the National Commission on Professional Rights and Responsibilities; and Dr. Fred Vescalani, Professor of Education, Michigan State University, East Lansing, Michigan.

In addition, the committee will have the special services of educational sociologist and demographer Dr. Charles A. Glatt, professor at Ohio State University and school finance expert, and Jean Flanigan of the National Committee on Educational Finance and the Research Division of the National Education Association. Staff members from the NEA Commission on PR&R assisting in the investigation are Kennan, Richard L. Morgan, associate legal counsel and coordinator of the study, and Patricia Veguilla, technical writer.

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8/11/66

National Education Association

NATIONAL EDUCATION ASSOCIATION OF THE UNITED STATES

1201 SIXTEENTH STREET, N.W.
WASHINGTON, D. C., 20036
ADAMS 4-4848

August 11, 1966

Memo To: Selected Subscribers to Magazine Report

Copy For:

For many years the Division of Press, Radio, and Television Relations of the National Education Association has published a monthly summary of education articles in national magazines under the title of MAGAZINE REPORT. These digests have been in the form of factual condensations of major articles appearing in lay magazines. Earlier, reviews of magazine articles were published under the title EDUCATION IN LAY MAGAZINES by the Educational Research Service.

A review of articles published in a given month appears generally in MAGAZINE REPORT the following month.

In recent years two new forms of reporting about education articles in lay magazines have been developed. The "Current" column in each issue of the NEA REPORTER alerts almost a million NEA members each month to the highlights of forthcoming magazine articles about education; similar information is included each week in Education U.S.A., published by one of the NEA departments.

The suggestion has been made that there is no longer a need for MAGAZINE REPORT because similar information is available to the profession on a faster basis through the other channels mentioned above. To eliminate this area of duplication, a recommendantion is pending to cease publication following the October 1966 issue.

Will you help us assess the need by answering for us the 4 questions listed on the enclosed form. A stamped, addressed envelope is enclosed for your use in returning the form.

As a token of our appreciation we are enclosing a complimentary copy of TOMORROW IN EDUCATION, a new report about America's schools based on national magazine articles.

Sincerely,

Roy K. Wilson

Roy K. Wilson, Director
Division of Press, Radio, and
Television Relations

Enclosure

SUBSCRIBER'S QUESTIONNAIRE RE PROPOSED
DISCONTINUANCE OF MAGAZINE REPORT

Please return to National Education Association, Division of Press, Radio, and Television Relations in the enclosed envelope.

The recommendation has been made that the monthly NEA summary of education articles in national magazines, entitled MAGAZINE REPORT, be discontinued as similar information is now available through other sources.

If MAGAZINE REPORT is discontinued, effective October 15, 1966, will this be for you a--

serious inconvenience /__/

minor inconvenience /__/

Would you be willing to make use of several copies of the booklet, "Tomorrow in Education--National Magazines Report on America's Schools" as fulfillment of your unexpired subscription to MAGAZINE REPORT?

/__/ Yes /__/ No

or

Would you prefer a refund?

/__/ Yes /__/ No

Do you have any suggestions to offer to the National Education Association and appropriate departments on ways you wish to be alerted to national magazine articles about education?

_____

_____

_____

Submitted by_____

Organization_____

_____

August 1966

8/10/66

National Education Association

1201 SIXTEENTH STREET, N.W.
WASHINGTON, D. C., 20036
ADAMS 4-4848

August 5, 1966

Memorandum to: NEA OFFICERS

Copy for:

For a couple of years (1962 and 1963) the National School Public Relations Association produced a planning calendar which was only moderately successful. It was a low-cost item and probably did not include enough features to make it an indispensable item on the desk. NSPRA has reviewed the original project and noted several ways to make the planning calendar more useful.

The staff of the Division of Press, Radio and Television Relations believes the new 1966-67 School Public Relations Planning Calendar that has been produced by the National School Public Relations Association is such a useful item that we have obtained a bulk supply so that we can share a copy with the president of Local Education Associations affiliated with NEA and with the Chairman of the Public Relations Committee for each NEA local affiliate.

We thought that you might like to have a copy of the Planning Calendar for your own personal use during 1966-67.

Cordially,

Roy K. Wilson

Roy K. Wilson, Director
Division of Press, Radio and
Television Relations

National Education Association

NATIONAL EDUCATION ASSOCIATION nea OF THE UNITED STATES

1201 SIXTEENTH STREET, N.W.
WASHINGTON, D. C., 20036
ADAMS 4-4848

August 8, 1966

MEMORANDUM TO: Public Relations Directors
State Education Associations

Dear Colleague:

Educational television, long a poor relation to the mass media, could begin to play an effective part in elevating public tastes and underpinning public knowledge, if the Federal Communications Commission accepts the Ford Foundation's proposal this week to create a communications satellite system for noncommercial and commercial television distribution.

The Ford Foundation's proposal would assure educational television an estimated $30 million annually at the start and at least twice as much later on. The proposal was spearheaded by McGeorge Bundy, Ford Foundation president and former faculty dean at Harvard University, and conceived by Fred W. Friendly, former Columbia Broadcasting System news head.

Opposition to the proposal has been voiced by the Communications Satellite Corporation (Comsat) and A.T.& T., and other opposition can be expected. In view of the significance of this proposal to educational television and the likelihood that it will be a stormy issue, you may wish to have available for reference a copy of the Ford Foundation proposal and some of the related press materials.

We are also enclosing a statement by Harold Wigren, educational television consultant and associate director of the Audiovisual Instructional Service Division of the National Education Association, and a copy of the New York Times story about the NEA statement. Dr. Wigren is also chairman of the Joint Council on Educational Telecommunications, a committee representing the National Education Association and seven other major associations of colleges, universities, school personnel, educational broadcasters, and state education officials.

Cordially,

Roy K. Wilson

Roy K. Wilson, Director
Division of Press, Radio, and
Television Relations

Enclosures

Statement on Ford Foundation Satellite Proposal by
Harold E. Wigren, Educational Television Consultant, NEA
August 3, 1966

The Ford proposal--a system of commercial satellites to finance educational television--is a bold new approach to solving the two most crucial problems which face educational television, the lack of money and the lack of program resources to accomplish its purposes. There is no end to the many ways in which educational television can serve the American people given the necessary resources to do the job. ETV is a natural resource which must be preserved and developed for the benefit of all our citizens. As such it is an instrument of great promise; yet, to date, its promise has been only partially fulfilled because its existing services and its existing means of support are so inadequate. New sources for funding must be found if ETV is to survive and if its full potential is to be realized. The Ford Foundation's proposal--which recommends to the Federal Communications Commission a plan for the live interconnection of both commercial and noncommercial TV stations by means of a new satellite system to be operated by a non-profit corporation, serving both commercial and educational networks, the savings to the former being used to finance educational television--is both imaginative and far-reaching in its implications for education. The proposal is deserving of our most thoughtful analysis and study.

The National Education Association urges the FCC to study carefully the Ford proposal along with other alternate methods of distributing ETV programs on a nation-wide basis before making final decision as to the specific model or solution which will serve best the public interest. The Ford proposal seems to hold the greatest promise of any proposal thus far submitted, but the NEA urges that the Commission wait to make its final determination until the study and report of the Carnegie Commission on Educational Television are released early next year and until the educational community has had the opportunity to study all of the alternatives in detail.

(more)

While we are enthusiastic about the Ford proposal, there may be some reservations in the educational community to any distribution system which tends to centralize the production and control of instructional materials at the national level, with the possibility of monopolistic tendencies resulting therefrom. I feel, nevertheless, that the Ford proposal offers, as McGeorge Bundy phrased it, "the promise of building a cost-free highway system for multiplied regional and national noncommercial services--and also of providing a large part of the new funds which are desperately needed for noncommercial programming at every level." In my judgment, the Ford plan uniquely combines regional and national programming efforts on non-instructional programming and opens the possibility, for the first time, for regional program production centers which would combine the best features of both local and national programming. The satellite system would then serve as a means of providing immediate exchange of these regional programs nationwide. It is becoming increasingly evident that educational institutions will more and more join in voluntary cooperative program efforts so that the best resource material and resource persons in each community can be shared with other schools in the region and throughout the nation. This makes sense from both an educational and an economic point of view.

One of the chief by-products of the Ford proposal will be the thrust which this dramatic proposition will give to educational leadership to re-examine the unlimited potential of the ETV medium and to reassess its role in contemporary America. It will undoubtedly set in motion a series of dialogues on the multiplicity of uses

(more)

to which the medium might be harnessed in achieving educational goals. It will serve to re-emphasize the potential of using ETV to provide for classrooms a greater wealth of resources which would otherwise be unavailable and serve as a means of sharing specialists with many classrooms. But its uses are not limited to classroom instruction. It also should be extended to the relatively untapped field of adult education. ETV can become the adult educator of tomorrow with its ability to bring high quality cultural and informational programs, as well as formal instructional programs, to every living room. An ETV station can become a means by which the adult is able to continue his education beyond the years of formal schooling; it can enable the average citizen to gain greater information and better understanding of both international and domestic affairs; it can help citizens know the resources of their community so as to know where to go for specific information and help; it can be a powerful means of education for the pre-school youngster, for the homebound and the hospitalized; it can be an extraordinarily effective instrument for the pre- and in-service education of teachers and other staff personnel.

John Gardner remarked several years ago: "There are terribly exciting possibilities for educating everyone everywhere through the medium of open-circuit television. TV provides a means of extending the campus beyond the school." But it can do these things only if it has the money and resources--plus creative imagination and support of the educational community--to accomplish the task.

It should be pointed out that the Ford Foundation plan stressed that the Foundation itself would not operate such a system but urged selection of a board of trustees, representing commercial and noncommercial broadcasters and public representatives, to set up the operating machinery for the non-profit corporation to be known as "the Broadcasters' Non-Profit Satellite System." The NEA urges that educational organizations

(more)

be adequately represented on this board of trustees so that educators will have an effective voice in developing educational programs.

I am concerned that the Ford Foundation report did not make provision for funding of instructional TV. Instead, the report suggested that the costs of instructional TV (i.e., broadcasts to schools, colleges, and universities) "should be borne by the taxpayer." This may turn out to be a short-sighted recommendation. In my opinion, funds set aside as seed money to assist public educational institutions--on a state or regional cooperative basis--to carry forward their instructional TV plans would seem to be judicious. If this can be done, both instructional TV and adult programming can go forward at an accelerated level.

The report also indicates that "slightly less than one-fifth of the nation's 54 million students have been exposed to instructional television." If this is a fact, it is so largely because local school districts do not have the funds to support this service to the extent needed to insure high-quality programming; likewise, small districts do not have the talent. The present proposal will not help in the solution of this problem unless funds are recommended therein for regional or state production centers for instructional TV similar to those recommended for non-instructional programs.

Another concern which the educational community will certainly be quick to voice in regard to the Ford proposal is that it might jeopardize the continued public service activities of commercial television stations. It would be unfortunate if this were to be the case because, in the past, commercial networks have made some notable achievements in this area, and these should be continued. The airwaves belong to the people; and commercial stations, in return for their licenses, should be expected to operate in the public interest. We would hope the Ford proposal would in no way erode this basic principle.

Undoubtedly, closer scrutiny of the report will reveal other concerns but, on the whole, the proposal has generated a great deal of interest within the educational community, and it is to be hoped--whether this proposal or some other is finally adopted--that a satisfactory solution will soon emerge so that ETV's unlimited potential might be realized.

News from the Ford Foundation

477 Madison Avenue, New York, N.Y. 10022
Office of Reports PLaza 1-2900

FOR RELEASE NOT BEFORE 11 A.M. (E.D.T.) MONDAY, AUGUST 1, 1966

For further information: Richard Magat or Walter Ashley

NEW YORK, Aug. 1 -- In a submission to the Federal Communications Commission today, the Ford Foundation proposed the creation of a communications satellite system for noncommercial and commercial television distribution. The system would be operated by a new, nonprofit, nongovernmental corporation.

McGeorge Bundy, president of the Foundation, said the Foundation's purpose in expressing its views was to help the nation realize the "unlimited potential of noncommercial television for human welfare and for the quality of American life by finding a way to a wholly new level of action in this field."

In submitting a statement to the F.C.C. the Foundation seeks, in effect, to express a public-interest viewpoint in what is generally believed to be one of the most crucial decisions in the history of American broadcasting.

The particular system proposed by the Foundation is not a formal proposal of the only possible means of achieving this goal, he said. Rather, the Foundation has advanced a model on the basis of which the Commission should invite formal proposals "from the widest possible public." Mr. Bundy said the Foundation would be ready to join with others in presenting such a

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proposal, but he emphasized that the Foundation's model contemplated a new and independent corporation, not a satellite system owned or operated by the Foundation.

At the same time, in a letter to F.C.C. chairman Rosel H. Hyde, Mr. Bundy asked the Commission to take no action now that would foreclose consideration of proposals for an effective national informational, cultural, and instructional broadcasting service via a domestic satellite system.

The Foundation's submission came in response to the Commission's invitation last March to interested parties to comment on questions regarding the construction and operation of specialized domestic communications satellite systems.*

The service proposed by the Foundation -- called Broadcasters' Nonprofit Satellite Service (BNS) -- was outlined in a 100-page report filed this morning with the Commission.

It suggests the organization of a private nonprofit corporation that would operate a satellite system broadcasting informational, cultural, and instructional material throughout the United States. BNS would also serve as the distribution system for commercial television and radio.

The system would provide double-barreled financial benefits for noncommercial television. First, noncommercial TV would obtain a distribution system free of charge. Second, a substantial part of its programming and operating costs could be paid from the difference between present payments of the commercial networks to telephone companies and the payments they would make to BNS. At the same time, because of the reduced costs of satellite distribution, the commercial networks would pay less for the new and expanded service than they pay now for a limited service.

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*The Commission's Notice of Inquiry was prompted by an application from the American Broadcasting Company for an F.C.C. license to operate a satellite for domestic television broadcasting.

The Foundation suggested that the BNS board of directors represent non-commercial and commercial broadcasters, foundations, schools, universities, and, perhaps, government bodies.

The Foundation statement outlined the following benefits that would accrue from the new system:

1. The people would have a wider choice. While the commercial networks would continue to provide mass entertainment and such public-service programs as are deemed desirable, an effective "second force" in broadcasting would be available to provide a continuous flow of cultural events and information programs.

2. A substantial amount of the programming would be live, giving immediacy to programs.

3. Informational and cultural programs would be broadcast during prime time, giving millions of Americans a real viewing choice.

Illustrative of the services the BNS could offer, the statement cited:

-- Live instructional programs for an aggregate of 60 million students at all levels of education;

-- Instructional materials which could be stored on tapes in schools, colleges, universities, and school-system centers;

-- Full and live coverage of significant hearings and debates;

-- Documentaries on important problems, interviews and discussions with outstanding leaders, and reports to give Americans a better understanding of the three branches of government at all levels;

-- Musical, dramatic, and literary events from any location in the country;

-- Special events such as the opening of the Metropolitan Opera season, or the premieres of important new symphonic works.

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The BNS satellites could broadcast television on forty-four channels; an expanded system could have sixty-four channels.

As the Foundation's submission makes clear, "initial users of this system would be existing commercial and noncommercial radio and television stations;" this system would be fully compatible with all television and radio stations. The stations' rebroadcasts could be received by all existing television sets.

In his letter to the F.C.C. Mr. Bundy said existing services and existing means of support cannot develop more than a fraction of the unlimited potential of noncommercial television. Therefore, he said, "the nation must find a way to a wholly new level of action in this field -- one which will release for our whole people all the enlightenment and engagement, all the immediacy and freedom of experience which are inherent in this extraordinary medium and which commercial services -- as they freely admit -- cannot bring out alone."

In responding to the F.C.C. Notice of Inquiry, the Foundation said it was acting as the nation's most experienced institution in the noncommercial television field. (The Foundation has granted more than $100 million for educational television since 1952 and is currently making additional grants of some $10 million annually).

Mr. Bundy also stressed that a Commission ruling ought to await the findings of the "distinguished commission of private citizens," headed by Dr. James Killian, that was organized last year by the Carnegie Corporation, with encouragement from President Johnson, to study the future of noncommercial television.

Mr. Bundy's letter emphasized "the promise that satellite communications may permit a revolution both in the technology and the economics of television." He continued:

"Intensive exploratory studies have convinced us at the Ford Foundation

that these revolutionary possibilities offer the promise of building a cost-free highway system for multiplied regional and national noncommercial services -- and also providing a large part of new funds which are desperately needed for noncommercial programming at every level....

"Noncommercial television has two great needs: first, to become a true national network, at a cost it can afford -- and second, to have money for programming at a wholly new level of excellence. Properly used, a television satellite can meet both needs."

Once in operation, satellite television would be much more economical to operate than the conventional long landlines now in use, he noted. If a substantial share of commercial networks' savings could be passed on to noncommercial users, tremendous gains would be possible for noncommercial television.

To bring the system into operation, Mr. Bundy said, "we are convinced that there are good answers -- in the resources of the commercial networks, in the lending power of those who know a sure success when they see it, and in the resources of those who hold the view that money which helps to turn this corner will be money well used for the quality of American life." He added, "Our own commitment to this general purpose is clear."

The Foundation statement includes an assessment of the legal position involved in the establishment of a new satellite system, by David Ginsburg, a Washington lawyer; of the economic problems, by Paul W. MacAvoy, associate professor of economics at the Massachusetts Institute of Technology; and of the technical problems, by Eugene Fubini, vice president and group executive with International Business Machines.

Fred W. Friendly, former president of news of the Columbia Broadcasting

System and presently Foundation adviser on television, made recommendations on the programming aspects of the Foundation submission.

Among the main findings are:

Legal Aspects

The Foundation's legal brief emphasized that the F.C.C. has the power, under the Communications Act of 1934, to authorize a national nonprofit radio and television satellite distribution service that would promote noncommercial television. The 1934 Act, the brief said, has been uniformly interpreted as granting the F.C.C. broad powers, and the F.C.C. has been consistently upheld by the courts in its extension of these powers to means of electrical communication unforeseen in 1934.

Furthermore, neither the Communications Satellite Act of 1962, which was intended to give COMSAT a United States monopoly of international communications satellite business, nor the 1964 International Communications Satellite Agreements, which established an international consortium, stripped the F.C.C. of its basic power to authorize a domestic satellite system.

Finally, the brief pointed out that the domestic communications satellite system proposed by the Foundation would be in the "public interest" as required by the 1934 Act and in the "national interest" as required by the 1962 Act.

Technical and Economic Aspects

The BNS service envisioned by the Foundation would provide six channels in each of four time zones for the commercial networks -- a total of twenty-four -- and five noncommercial channels in each time zone -- a total of twenty. Of the noncommercial channels, four would be used for informational and cultural television primarily in the home, and sixteen for instruction at all levels from grade school to graduate school. In general, the system

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would be ten times as powerful as the existing network of landline connections.

The Foundation said that the amount of frequency spectrum now allocated to communication satellite service was more than adequate for television use and other foreseeable demands. It is possible to place twenty-five satellites in an equatorial orbit 22,000 miles high, three degrees apart, and "visible" to receiving antennae from Maine to California. These satellites would have a total of 300 television-quality channels, or 288,000 one-way voice channels. Even the sixty-four channels required for BNS-2, the expanded system, would leave more than 200,000 voice channels for other uses.

Economically, the Foundation's submission pointed out, the cost of operating a satellite system, estimated at $19.3 million annually, would be much cheaper than the cost of terrestrial channels for providing the same service -- a prohibitive $200 million a year.

The Foundation estimated the capital cost of program centers for noncommercial television at about $50 million and annual programming expenses at about $60 million. A substantial part of the latter, the Foundation suggested, could be met by funds that commercial broadcasters would save by the use of BNS facilities rather than those of telephone companies.

The costs of instructional television (i.e. broadcasts to schools, colleges, and universities) were considered separately. The new resources required for televised teaching -- on the order of $65 million a year for BNS-1 -- would be extremely small in relation to present over-all national educational costs of $39 billion annually, and even smaller in relation to projected 1970 costs of $51 billion. However, the Foundation said, one-third of instructional television costs might have to come from new appropriations, probably at the Federal level.

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Discussing the effect of the proposed system on existing telephone carriers, the submission pointed out that the diversion of revenues from these companies appeared to be about one-half of 1 per cent of their annual revenues. Reduction in long-distance private line services would be negligible, the Foundation said, since audio and visual transmission account for only a small proportion of the total service. Moreover, any reduction in income would be more than offset by increased services for other longline users who could utilize facilities previously needed for audio and visual transmission.

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PRESS REPORT

August 8, 1966

Prepared for the NEA Staff by Press, Radio, and Television Relations

THE NEW YORK TIMES
August 5, 1966

EDUCATORS PRAISE TV-SATELLITE IDEA

But Some Reservations Are Expressed on Proposal

By VAL ADAMS

The National Education Association expressed enthusiasm yesterday for the Ford Foundation's proposal that a nonprofit organization be established to distribute commercial and noncommercial television programs across the country by satellite.

The foundation's proposal, the association said, seemed to hold the greatest promise of any so far submitted for overcoming two crucial problems facing educational television—lack of money and lack of program resources. The plan is "deserving of our most thoughtful analysis and study," the association said.

The proposal filed with the Federal Communications Commission on Monday outlined a revolutionary nationwide satellite television system. Income derived from the relay of commercial shows would be used to finance noncommercial video. All three commercial networks approved the principle of the proposal.

Under the Ford suggestion, each of four satellites (one in each time zone) would have 11 channels for television programs. There would be one channel for informational and cultural programs for home viewers, four channels for instructional TV for colleges and schools and six channels for commercial shows. Ground stations would pick up and relay the signals from satellites, although a possible exception might be the authorization of roof antennas on schools and colleges for instructional transmission.

Yesterday's formal comment by the National Education Association was prepared by Dr. Harold E. Wigren, its educational television consultant and associate director of its audio-visual instructional service division. The association has about a million members among teachers and superintendents in elementary and secondary schools.

Some Express Reservations

"While we are enthusiastic about the Ford proposal," N.E.A. said, "there may be some reservations in the educational community to any distribution system which tends to centralize the production and control of instructional materials at the national level, with the possibility of monopolistic tendencies resulting therefrom."

A similar concern was expressed earlier this week by the Carnegie Commission on Educational Television, which filed a brief with the F.C.C. Carnegie asked that no definitive action be taken on satellites until it had completed its study on educational television and published its report late this year or early next year.

"One of the chief by-products of the Ford proposal," N.E.A. said, "will be the thrust which this dramatic proposition will give to educational leadership to re-examine the unlimited potential of the educational television medium and to reassess its role in contemporary America. It will undoubtedly set in motion a series of dialogues on the multiplicity of uses to which the medium might be harnessed in achieving educational goals."

In his N.E.A. statement, Dr. Wigren expressed personal disappointment about one aspect of the Ford proposal.

"I am concerned," he said, "that the Ford Foundation report did not make provision for funding of instructional TV. Instead, the report suggested that the costs of instructional TV (broadcasts to schools, colleges and universities) 'should be borne by the taxpayer.' This may turn out to be a short-sighted recommendation."

News from the Ford Foundation

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Office of Reports PLaza 1-2900

FOR RELEASE NOT BEFORE 11 A.M. (E.D.T.) MONDAY, AUGUST 1, 1966

For further information: Richard Magat or Walter Ashley

1. Business and Economic Aspects

NEW YORK, Aug.1 -- A national noncommercial television network virtually cost-free to millions of viewers, plus adequate money for programming in a field starved for funds -- these are the prospects envisaged by the Ford Foundation in its submission, presented to the Federal Communications Commission today, on the future use of communications satellites.

This prospect, the Foundation says, can be realized because satellite television is much cheaper than the long landlines presently in use, and noncommercial and commercial television alike will benefit enormously from using satellites as a means of communication.

Further, the Foundation suggests, a portion of the savings diverted to noncommercial programming would bring forth programs vastly superior in scope and quality to anything now on the air.

"In this way," Foundation president McGeorge Bundy points out in his covering letter to F.C.C. chairman Rosel H. Hyde, "everyone is better off than he was before.

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This is not magic, or sleight-of-hand. It is a people's dividend, earned by the American nation from its enormous investment in space."

Nevertheless, Mr. Bundy emphasized, such financing should only be the beginning of the new enterprise in space. To realize the enormous potential of satellite television for education, information, and culture, a wholly new level of public and private investment is called for. For this purpose, Mr. Bundy suggests, commercial networks, commercial investors, and "those who hold the view that money which helps to turn this corner would be money well used for the quality of American life" might join forces.

The economic analyses for the Foundation's presentation were prepared by Paul W. MacAvoy, associate professor, the Sloan School of Massachusetts Institute of Technology.

The following are the main dollars-and-cents issues discussed by the Foundation in its submission:

How much would the system cost?

The Foundation submission discusses two possible systems -- the Broadcasters' Non-profit Satellite System (BNS-1) and a more elaborate system, BNS-2.

For BNS-1, capital costs of sending and receiving stations and satellites are estimated at $80 million, and annual costs of $19.3 million.

For BNS-2, capital costs would be $92.6 million and annual costs -- indicating the wide possibilities for low-cost large-scale transmission of educational materials -- $22.2 million.

Although estimates are uncertain at this stage, the Foundation estimates programming costs of the new noncommercial channels at some $50 million capital

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expense, providing four regional programming centers, and some $60 million a year for operating expenses in providing informational and cultural programs in the home.

Who pays for noncommercial television now?

Sources for noncommercial television in the past have been elusive. In his letter, Mr. Bundy says: "With the shining exception of the Educational Television Facilities Act of 1962, the Federal Government as a whole has stood to one side. ....Moreover, Americans are understandably cautions about direct Federal financing of channels of communication to the public. The hard fact is that up to now no remotely adequate solution has been found. We all want educational television to be properly funded. We do not want the Government to "pay the piper and call the tune."

The Ford Foundation itself, Mr. Bundy admits, may well have contributed to "the failure of noncommercial television to date. When we gave $6,000,000 a year to the National Educational Television and Radio Center (NET), we seem to have done a lot. And for us it is a lot -- it is our largest continuing annual grant. But the brutal fact is that our big gift is much too small."

Who would pay for BNS?

The commercial networks are to provide free transmission for noncommercial users. Such free services would be part of the "people's dividend" from the cost savings associated with satellite transmission services.

As far as programming costs are concerned, the Foundation's suggestion is that part of the "dividend" -- the difference between present payments made by the commercial networks to the telephone companies and the payments they would make

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to BNS -- can be used for this purpose as well:

"Let us suppose that two-thirds of this difference was contributed to the cost of cultural and educational programming. The difference between the annual cost of BNS-1 and 1965 toll line payments, with allowance for continued use of some ground facilities, is $45 million, and two-thirds of this difference would be $30 million. By 1975, on a pro-rata basis for additional channels in use, total payments might exceed $60 million a year. Given the fact that time will be needed for the development of effective programming services, we do not see fundamental imbalance between these prospective resources and the requirements of the new service."

For instructional television, which would be part of the nation's educational system, the Foundation suggests that the taxpayer should bear the principal burden. However, the Foundation points out, the new resources required -- on the order of some $65 million for BNS-1 -- would be extremely small in relation to over-all educational costs.

How would the money be handled?

Under the organization envisaged by the Foundation, a nonprofit corporation, with a Board of Trustees representing the public and private interests involved, would be authorized to collect revenues from broadcasters and assign a portion of them for noncommercial programming both on a national and regional level.

How would BNS compare in cost with other systems?

The economic benefits of BNS can be measured in two ways, by comparison with the present costs of television distribution and with television distribution costs via a multi-purpose satellite service.

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Compared with the present distribution of a much more limited service by land lines, BNS-1 comes out ahead -- $19.3 million compared with $65 million spent in 1965.

Data are not available for comparing BNS with equivalent distribution via a multi-purpose satellite system that would handle not only broadcasting but other communications as well. But significant economies can be made in a system tailored to meet specific communications needs in the most efficient way. A single-purpose broadcasting service such as BNS transmits information from a few points to be broadcast to anyone in a wide geographical area. In contrast, the distribution of telephone and telegraph messages involves private secret communication between two people in different areas. The costly switching devices and other equipment needed to achieve privacy (which may also be needed, for example, by central banks or airlines) can be avoided in the distribution of television broadcasting.

How would the system affect other institutions financially?

The revenues that the common carriers (telephone companies) would lose would be less than 1 per cent of their business, according to the Foundation's studies. Total revenues of Class A telephone carriers exceeded $10.9 billion in 1964, the last year for which data are complete; of this amount $62.4 million or approximately one-half of 1 per cent, were derived from transmission of audio and visual programs.

Further, said the Foundation, any reduction in revenue would be more than offset by increased services for other long-line users, who could utilize facilities previously needed for audio and visual transmission. Such services are at best a marginal profit-making activity for the carriers, and there is no indication that the profit margin will increase. If the facilities now engaged for broadcast transmission were used for more lucrative services, the statement said, loss of

(MORE)

broadcasting service might very well have the effect of increasing net revenues.

As far as Comsat is concerned, the Foundation said, none of its legitimate interests would be affected. Noting that Comsat already has a protected investment with exclusive chartered rights in international satellite service, the statement pointed out that these would not be affected.

Local broadcasting stations receiving programs via the satellites would continue to operate, the statement pointed out; either they would handle an increased volume of material or more local stations would be set up. There would be no means by which direct broadcasts from the satellites could be made under BNS-1 and BNS-2, because it would be cheaper to utilize small receiving units on the local stations than to modify home television sets across the country.

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For further information: Richard Magat or Walter Ashley

2. Implications for Instruction by Television

NEW YORK, Aug. 1 -- Use of television for instruction in classrooms and home-study courses could be given a revolutionary forward impetus by a new domestic satellite broadcasting system, McGeorge Bundy, president of the Ford Foundation, said today.

"The satellite, used in the right way, can make the desert bloom for whole new areas of television," Mr. Bundy said in placing before the Federal Communications Commission the model of a possible satellite broadcasting system. He cited especially instructional television, and said that initiation of such a system would invite instructional programming that would call for "a wholly new level of investment -- public and private."

The system described in the Foundation's presentation -- Broadcasters' Non-Profit Satellite Service (BNS) -- would allocate four TV color channels in each of the four continental time zones to instructional television. Three channels would probably be used at first for primary and secondary instruction, and one for university-level teaching.

The system also incorporates eight sending stations to beam the programs to the

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satellites, which would beam them back to local educational-television stations for general rebroadcast.

The BNS model also calls for four major regional programming centers, each equipped with production facilities superior to today's most advanced national commercial television centers. These would be available for cultural, informational and instructional television programming. For instructional television, such facilities would reduce overlap and duplication of program preparation now required with local facilities. Funds formerly expended to achieve quantity could be devoted to increased quality, both technical and intellectual. The national distribution system would permit much more efficient use of the nation's best minds for instructional purposes, and in greatly enhanced technical settings.

"One question considered by the Foundation," said Mr. Bundy in a letter accompanying the presentation was, "Where can we find the first-rate men for a new non-profit venture? We are talking here about a vision of excellence for the life of all Americans. Good men will want to work for it. We are convinced the signal of approval for a system like this one would release a rush of talent for the leaders of the new enterprise."

In its formal presentation, the Foundation said such a system would make possible:

-- Live instructional programs for an aggregate of 60 million students by 1970 at all levels of education, "with a new immediacy of communication between teacher and student."

(MORE)

-- Instructional materials which could be stored on tapes in schools, colleges, and universities, and school system centers.

-- Special broadcasts of public events of special interest to students at a particular level or at all levels.

-- In-service training of teachers.

"We know," said the Foundation, "from experiments that television can be a powerful teaching device. We also know that the most imaginative ways to use the medium have yet to be explored."

"Reliable statistics," the report continues, "on the number of students exposed to instructional television, and the nature and depth of their exposure, are hard to come by, but it is clear that instructional television has affected only a fraction of the school and university population of the nation."

Underlying the statement are studies, undertaken as part of the Foundation's four-month assessment of the potential of domestic satellite broadcasting, which indicates that slightly less than one-fifth of the nation's 54 million students have been exposed to instructional television, but that by 1970 the figure is likely to be virtually all of an estimated 60 million students -- if schools continue to adopt some use of television for instructional purposes.

The statement cites the Foundation's experience with instructional television in the course of providing $100 million support for noncommercial television since 1952.

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Projects assisted include:

-- a national program in the use of television in the public schools;

-- an experiment in use of multi-channel closed-circuit school television in Hagerstown, Maryland;

-- college-level courses on commercial networks;

-- released time of faculty members to prepare and present televised college courses to regularly-enrolled residential students;

-- an experiment in airborne television instruction which encompasses seven Midwestern states.

The Foundation's studies indicate that a system like BNS, used to supplement classroom teaching and personal instruction, can produce substantial efficiencies -- economic and educational.

On the economic side, pilot projects -- including the Hagerstown experiment -- showed that substantially increased enrollments may be accommodated without need to increase teaching staff, and in addition course offerings may be expanded and diversified. Such efficiencies may, also, free funds for other improvements.

On the educational side, an illustration may be drawn from teacher-training: Whereas today a new concept in mathematics, with application to all high-school mathematics courses, might take five years to pass on to teachers through workshops and institutes, it need take only one year if presented by satellite-relayed in-service teacher training programs.

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Similar benefits may be expected in, for example, graduate education, where new developments in a professional field may be presented at once to students -- and perhaps by their discoverer or developer.

While the Foundation in its formal presentation estimates that the costs of establishing and operating a system like BNS could be wholly covered by fees from commercial broadcasting users, with a substantial surplus for nonprofit cultural and informational programming, it says a different approach should be taken toward instructional programming:

"The responsibility for the costs of education is fundamentally a responsibility of taxpayers at every level -- it is not a matter of the shared responsibility of network broadcasters", the report says. Measured against current overall costs of $39 billion per annum for education in this country -- costs which are projected at $60 billion per annum by 1970 --'the necessary new resources -- which may be on the order of $65 million per year...are quite literally trivial. Yet small as the sum is, our initial analysis suggests that about one-third would need to come from new appropriations."

In his letter accompanying the presentation to the F.C.C., Mr. Bundy noted that the Foundation "has no commercial interest and no operating interest in this matter. We exist for the purpose of giving money away -- as wisely and constructively as we can. This is the source of our deep interest in the present question." Noting that the Foundation has "a wider and longer experience in the effort to establish noncommercial television than any other single institution in the country," he said one of the lessons

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learned from that experience was, "that the nation must find a way to a wholly new level of action in this field -- one which will release for our whole people all the enlightenment and engagement, all the immediacy and freedom of experience which are inherent in this extraordinary medium..."

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3. Benefits for Informational and Cultural Broadcasting

NEW YORK, Aug. 1 -- Satellite communication opens up an exciting vista for the use of television to make informational and cultural programs available in every home.

In its submission on the future use of satellites for noncommercial television, made to the Federal Communications Commission today, the Ford Foundation listed some of the types of programs that could be made available to millions in this way -- ranging from the deliberations of national assemblies to first nights at the Metropolitan Opera. The services provided by such a system, the Foundation said, "could be as wide and deep as knowledge, wisdom, talent, and imagination permit."

Because of the reduced costs of hardware and operating costs, noncommercial television via satellite could offer a tremendous variety of program choices and at the same time set new standards of quality. As Fred W. Friendly, Foundation adviser on television has suggested, the new programs "would be motivated by what is artistic and what the

(MORE)

journalists and showman's talents inspire. Its goal would be excellence in the hope that over the long haul it would create a national taste and, by so doing, build benchmarks that might eventually set new standards of quality in cultural and informational broadcasting."

Among the informational programs which the Foundation listed as possible were:

-- The full and live coverage of significant hearings and debates.

-- Interpretation of news.

-- Interviews and discussions featuring outstanding leaders in all fields.

-- Documentaries on important international, national, regional, and local problems.

-- Live and filmed reports designed to give the American people a better understanding of the three branches of government at all levels.

-- Broadcasting coverage of national and political campaigns, including free time, under appropriate safeguards, for candidates for political office at national, state and local levels.

Cultural programs might include:

-- Musical, dramatic, and literary events of high quality from any location in the country.

-- Programs featuring established works and artists, as well as important new works and promising young artists.

-- Broadcasts covering the whole range of the humanities.

(MORE)

-- Special events, such as the opening performance of the Metropolitan Opera season, the premieres of important new symphonic works, plays presented in regional theaters as well as on Broadway, and performances direct from Lincoln Center.

-- Programs on the cultural life not only of this country but of nations throughout the world.

-- Program series devoted to the history of the United States and to the history of American institutions: the Presidency, the Supreme Court, the Congress, the public school system, the military establishment, the university.

-- Programs of quality and taste for children.

Satellite noncommercial television could be "an outlet for presidential news conferences as well as those of other government leaders," Mr. Friendly said. "It would be the people's platform for hearings and debates, for fine drama with no commercial interruption and no abridgement because of time limitation.... It would be Tanglewood and the Houston Symphony, and the great teachers and prophets entering the living room with more force and dynamics than they can enter most classrooms.... It would be sports and physical fitness, religion in the news, health and health services...."

In addition to providing a whole new range of possibilities, the Foundation said, a satellite system of noncommercial television would provide the following specific benefits:

First, it would provide an element of choice. While the commercial networks would continue to provide the full gamut of mass entertainment, an effective "second force" would

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be available, broadcasting a continuing flow of cultural events, information, interpretation, and community service programs for people who choose to watch.

Second, the use of satellite communication would mean that a substantial amount of programming would be live. A live program, the Foundation pointed out, gives the viewer a sense of involvement. The economics of television have diminished live programming to a bare minimum and consequently its vitality has been lost. Through transmission by satellite, liveliness and immediacy on informational and cultural broadcasting would be economically feasible.

Third, informational and cultural programs would be broadcast during prime time. With rare exceptions in the past decade, the prime evening hours in television broadcasting have been reserved for mass entertainment. For the first time, through an effective non-commercial network made possible by use of satellites, outstanding informational and cultural programs could be broadcast regularly throughout the evening hours -- a period when a real viewing choice exists for millions of Americans.

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4. Scientific and Technological Aspects

NEW YORK, Aug. 1 -- An "electronic highway system for multiplied regional and national broadcasting" is what McGeorge Bundy, president of the Ford Foundation, called the model of a possible domestic satellite system the Foundation put before the Federal Communications Commission today.

The system -- Broadcasters' Non-Profit Satellite Service (BNS) -- exploits a decade of intensive and ongoing scientific and technological advances and exploration of space. In fact, one aspect of the system is affected by a development within the last week at a meeting in Oslo, Norway of an International Telegraphic Union working group of scientists.

BNS -- modeled after the first stationary space satellite, Syncom, which was flown by the National Aeronautics and Space Administration -- spreads a searchlight of television and radio signals across the entire United States. Programs can be broadcast

(MORE)

from studios and other locations throughout the country. They are received by satellites orbiting 22,300 miles above the equator at the same speed as the earth rotates. In effect, the satellites are in fixed positions above the earth, as though they were held in place by invisible rods from the ground.

The broadcasts the satellites receive are beamed back to earth, to the hundreds of television and radio stations that presently serve American viewers and listeners; ground stations then rebroadcast the programs. For all practical purposes, the entire process takes place instantaneously, so that viewers notice no delay between the time a broadcast originates and the moment it is seen in the home. In this respect the proposed BNS system is an improved version of the Early Bird communications satellite now in use for international communications.

As far as instructional telecasts for schools and colleges are concerned, they can be received as they are now, either through educational television stations that even home viewers can watch or through closed circuit systems that serve a city's or region's schools or a number of classrooms and lecture halls on a campus.

A key advantage of the system is a major saving in cost. Television and radio are presently sent over long distances through coaxial cables or through microwave relay networks on the ground.

Because the nation's 115 existing noncommercial stations cannot afford the costs of either method, they are not electronically interconnected, except on an experimental basis in a few regions. Since there is no "live" national network for noncommercial

(MORE)

television, programs produced by or for National Educational Television, for example, are tape-recorded and sent to stations by mail.

In contrast to commercial television, which virtually every American home can receive, educational television reaches less than one third of the population, the report pointed out. "During prime evening hours," it noted, "the viewing audience for educational television seldom exceeds three million people....

"BNS could make noncommercial television available to every American, and with far greater channel capacity than exists now,"by making a national noncommercial television network possible."

For both commercial and noncommercial broadcasting, BNS would provide "a system of unprecedented broadcasting breadth," the Foundation report points out. It would provide six channels in each of four time zones from Maine to California for the commercial networks (a total of twenty-four) and five channels in the same time zones for noncommercial users (a total of twenty)--in all, forty-four channels.

With all these channels, BNS would be ten times as powerful as the existing network of landline connections used for broadcasting.

The report also outlines a possible expanded system, called BNS-2, that has sixty-four channels in all.

Under the proposed system, programs would continue to be produced by individual stations, networks, and other producers. For distributing these and other programs, however, twenty new sending stations would be constructed -- eight educational and twelve commercial --

(MORE)

to send programs to four satellites to cover the four continental United States time zones. In addition, some 500 existing or contemplated receiving stations would be equipped so that they could send as well, giving the system an extraordinary versatility for remote pickups from any part of the country to feed into the system. Twenty-four mobile (truck) sending stations are also envisioned.

The quality of television pictures would be at least as good as that sent by present ground systems and with respect to color television possibly better.

Other technical advantages include:

Live Programming: By multiplying the number of channels and reducing the cost of instantaneous transmission, the proposed system would permit a substantial increase in live programming. "The economics of television have mercilessly diminished live programming to a bare minimum," the Foundation report stated. "Much of the vitality has been drained out of television with the increasing use of tape." Satellite transmission would make it possible -- at sensible cost -- to transmit particular programs live for each of the four time zones.

Expanded Use of Prime Time: The expanded, cheaper system would permit telecasting of considerably more informational and cultural programs in prime evening hours that are now for the most part reserved for mass entertainment. "For the first time," the report says, "outstanding informational and cultural programs could be broadcast regularly throughout the evening hours -- a period when a real viewing choice exists for millions of Americans."

(MORE)

The Foundation's statement included an assessment of technical problems by Dr. Eugene Fubini, vice president and group executive with International Business Machines. The report responded to a number of key technological questions raised by the F.C.C. in its Notice of Inquiry.

One dealt with the amount of room in the total airwave road -- the frequency spectrum. F.C.C. regulates the use of the airwaves so that the variety of users -- ranging from television broadcasters and amateur radio operators to airline and police radio systems and long-distance telephone signals -- do not interfere with one another. The bandwidth set aside for communications to satellites is 500 megacycles, and the bandwidth for sending from satellites to the ground is another 500 megacycles. This is a slim slice of some 20,000 megacycles now technologically available for various types of communications and other purposes. But this portion is a highly desirable one that is occupied by other types of users.

Studies by scientific consultants to the Foundation concluded that the amount of spectrum set aside for the satellite service is more than adequate. The new system would neither crowd out nor interfere with other users. It is possible, the studies showed, to put as many as twenty-five such satellites in orbit; the BNS system proposes to use only four for television transmission, so that the others can be used for voice and record (e.g., telegram) transmissions.

(MORE)

Each satellite would provide a capacity for twelve television quality channels. (For transmissions of pictures a wider band is required than for sound only -- one television channel is equivalent to 960 voice channels). Even using the expanded BNS-2 service of sixty-four commercial and noncommercial channels, more than 200,000 channels would be left over for use by telephone and other communication satellite services.

Another major technical question the Foundation answered was whether a satellite broadcasting system could be devised without interfering with present microwave systems. The Foundation's studies concluded that the system would not interfere with ground-based microwave systems. Nor, the studies found, would the power generated by the satellites necessarily exceed the limits prescribed by F.C.C. regulations. However, the Foundation's experts recommended a relaxation of power limitations because system costs could be reduced while still avoiding interference. A meeting in July in Oslo of the Comité Consultatif International Radio (CCIR), a working group of the International Telegraphic Union, has made recommendations to the same effect; the I.T.U., to which the United States is a signatory, prescribes limitations on satellite power to prevent interference with international communications.

The Foundation also took up the question of a single-purpose system, such as BNS, versus a multi-purpose system that would carry television, telephone, and other services.

A multi-purpose system that must embrace two-way voice conversation, the Foundation pointed out, demands a premium on privacy, which entails both additional

(MORE)

costs and technical problems. The single-purpose system, since it is for the public at large, need not be tightly controlled for privacy. Also, such technical problems as the time delay between voice transmission and receipt would not arise in a single-purpose system, it said.

The report said the technology for a system such as BNS already exists. It said such satellites could be launched within eighteen months from the time of letting a contract.

BNS would offer commercial networks and television stations swifter, more efficient, and cheaper means of transmitting news and information, the report concludes. "Every television station and its community could have immediate access to its network via the communications satellite and truck mobile stations which extend this capability to any point in the nation," it states.

#

News from the Ford Foundation

477 Madison Avenue, New York, N.Y. 10022
Office of Reports PLaza 1-2900

FOR RELEASE NOT BEFORE 11 A.M. (E.D.T.) MONDAY, AUGUST 1, 1966

For further information: Richard Magat or Walter Ashley

5. Legal and Public Policy Considerations

NEW YORK, Aug. 1 -- When the Communications Act of 1934 became law, radio was the only means of mass telecommunication, television was still in its gestation period, and communications satellites were virtually beyond the realm of science fiction.

Now, a little more than three decades later, the Federal Communications Commission -- the offspring of the 1934 legislation -- is weighing the complex legal and public policy issues posed by the question of who should operate domestic communications satellites. Last March the F.C.C. issued a Notice of Inquiry following an application from the American Broadcasting Company.

The Notice of Inquiry asked, with respect to communications satellite systems for specialized purposes, whether it had authority to authorize such systems, and whether it would be in the public interest to do so considering the Comsat Act of 1962 and a number of economic and technical questions.

Questions of the F.C.C.'s authority are taken up in a thirty-five page legal section of the statement submitted to it today in the Ford Foundation's response.

(MORE)

In its statement, the Foundation proposed the creation of a communications satellite system that would be operated by a new, nonprofit, nongovernmental corporation for noncommercial and commercial television distribution.

The Ford Foundation's interest in the issues was expressed by its president, McGeorge Bundy, as follows: "It has seemed to us a matter of high importance that the public interest in the future on noncommercial television be fully and properly represented before your Commission... Our right to present this view is the right of any element in our society to be heard. Our duty to do it grows from experience, expenditure, and the terms of our Foundation's charter."

The Foundation did not present a formal application for construction and operation of a satellite system. Rather, Mr. Bundy said "we think the Commission should invite a more formal proposal from the widest possible public. We think such a proposal would be forthcoming. We think it would be compelling. We would be glad to join with others to present it. All that we feel it right to do today is to enter the strongest possible argument against any action that would close the door to this new hope for all Americans."

The Foundation's legal brief was prepared by David Ginsburg, a Washington attorney. Among the legal questions it takes up are, specifically, the following:

-- Does the Commission have the power to authorize nongovernmental entities to construct and operate communications satellite facilities for private or specialized domestic requirements?

-- Does the Communications Satellite Act of 1962 or the International Communications-Satellite Agreements of 1964 preclude authorization of private noncommon carriers to construct and operate satellites for specialized domestic needs?

(MORE)

The Foundation's legal brief concludes that the basic power given to the F.C.C. in the Communications Act of 1934 would permit the Commission to authorize the service proposed by the Foundation. It adds that the 1934 Act specifically directs the F.C.C. to "generally encourage the larger and more effective use of radio in the public interest." Authorization of a national nonprofit radio and television satellite distribution service that would promote noncommercial television would fall squarely within this mandate, the Foundation states.

The legal brief notes that the F.C.C. itself in 1961 concluded that it had the power to authorize private use of communications satellites under the 1934 Act and that, in addition, judicial and other decisions have uniformly interpreted the 1934 Act as granting the F.C.C. broad powers over forms of electrical communication that were unforeseen -- such as television -- in the 1930's.

As for the 1962 Act, which established Comsat, the Foundation's brief emphasized that "the purpose of the Act was to establish a commercial communications satellite system, not the system, and the arrangement envisaged was international, not domestic."

In a letter accompanying the Foundation's statement to the F.C.C., Mr. Bundy said, "We fully recognize the legitimate and reasonable needs of others who are concerned with satellite communications. We are convinced that our proposal does no significant harm to the legitimate and recognized interests of Comsat ... With or without added responsibility for domestic television, Comsat will remain an unusually privileged commercial enterprise -- a prime and protected investment with exclusive chartered rights in international satellite service. Comsat faces international horizons which can engage its full energies for decades to come. The prosperity of all does not require for any a monopoly of the space communications available to the American people."

(MORE)

Further, the Foundation's legal brief said that Congress provided the F.C.C. with power to authorize additional communications satellite systems "if ... required in the national interest."

The Foundation said further that the 1964 International Communications-Satellite Agreements, which established an international consortium, did not affect the F.C.C.'s power under the 1934 Act to authorize a domestic satellite system.

The brief continues, with the statement that Comsat "has an obligation to devote itself to serving the best interests of the international system and all its participants. It seems probable that the other /foreign/ co-owners expected that Comsat would concentrate all its efforts on achieving the aims expressed in the Agreements -- 'a single global communications satellite system ... for the benefit of all nations of the world ... at the earliest practicable date ....'"

The Foundation expresses the belief that the authorization for the service it proposed would meet the tests of "public convenience, interest, or necessity" under the 1934 Act and "required in the national interest" under the 1962 Act.

"We believe," Mr. Bundy said, "the door to a new and separate broadcast satellite service must not be closed," and he urged the F.C.C. to keep in mind "the desirability of most careful deliberation before national decisions are reached with regard to the assignment of responsibility in this area."

#

National Education Association

NATIONAL EDUCATION ASSOCIATION OF THE UNITED STATES

1201 SIXTEENTH STREET, N.W.
WASHINGTON, D. C., 20036
ADAMS 4-4848

August 8, 1966

MEMORANDUM TO: Members of the NEA Executive Committee

Copy for:

Educational television, long a poor relation to the mass media, could begin to play an effective part in elevating public tastes and underpinning public knowledge, if the Federal Communications Comission accepts the Ford Foundation's proposal this week to create a communications satellite system for noncommercial and commercial television distribution.

The Ford Foundation's proposal would assure educational television an estimated $30 million annually at the start and at least twice as much later on. The proposal was spearheaded by McGeorge Bundy, Ford Foundation president and former faculty dean at Harvard University, and conceived by Fred W. Friendly, former Columbia Broadcasting System news head.

Opposition to the proposal has been voiced by the Communications Satellite Corporation (Comsat) and A.T. & T., and other opposition can be expected. In view of the significance of this proposal to educational television and the likelihood that it will be a stormy issue, you may wish to have available for reference a copy of the Ford Foundation proposal and some of the related press materials.

We are also enclosing a statement by Harold Wigren, educational television consultant and associate director of the Audiovisual Instructional Service Division of the National Education Association, and a copy of the New York Times story about the NEA statement. Dr. Wigren is also chairman of the Joint Council on Educational Telecommunications, a committee representing the National Education Association and seven other major associations of colleges, universities, school personnel, educational broadcasters, and state education officials.

Cordially,

Roy Wilson

Roy K. Wilson, Director
Division of Press, Radio, and
Television Relations

Enclosures

NEWS from the National Education Association
1201-16TH STREET, N.W. • WASHINGTON, D.C. 20036
DIVISION OF PRESS, RADIO, AND TELEVISION RELATIONS • ROY K. WILSON, DIRECTOR

WASHINGTON, D.C.
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NEW YORK CITY
(212) LT 1-2360
LOS ANGELES
(213) 478-1277

For Further Information:
Bill Cushman or Tom Hawkins

FOR IMMEDIATE RELEASE
HOMETOWN NEWSPAPER INTEREST
Please Send This to
Your Paper

_____
(your name)
Attends Student Safety Conference

MADISON, WIS.--_____ (your name) of _____ (school)
_____ is attending the eighth annual National Student Safety Conference on the University of Wisconsin Campus at Madison, August 16-19.

Conducted by the National Commission on Safety Education of the National Education Association, the conference will feature student safety leaders from the entire nation. About 8,000 high schools take part in the safety program.

_____ lives at _____
(your name)

_____ and is in the _____grade.

Traffic safety is a major part of the teenagers' National Student Safety Association (NSSA), but safety in schools and homes is also high on the list of activities.

Conducting their own programs, the youthful group will listen to John A. Ford, vice-president for public relations, the Chrysler Corporation; Mrs. Margie Weatherford, student council advisor, Nixon High School, Laredo, Tex.; and Tom Thomas, president of NSSA, Alton High School, Alton, Ill.

Financial sponsors of the student safety program are the American Oil Foundation, Chrysler Corp., Firestone Tire and Rubber Co., and the Ford Fund.

# # #

Note to Editors and Correspondents: Thirty-three national groups affiliated with the National Education Association as departments provide special services covering the full range of elementary, secondary, college and adult education in the United States. Generally, each of these departments controls its own funds, elects its own officers, and adopts policies and programs which apply particularly to its own special field.

The NEA Division of Press, Radio, and Television Relations provides news about the program of each department to the press and broadcasters and arranges background interviews for news representatives with specialists on the staffs of national groups located at NEA headquarters on request. Studies and reports issued by departments are the expressions of those departments and not statements of policy of the NEA unless set by resolution.

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For Further Information:
Bill Cushman or Tom Hawkins

FOR IMMEDIATE RELEASE

Madison, Wisconsin, Is Site
For High School Students'
National Safety Conference

MADISON, WIS.--Teenagers with a mission--promoting sound safety practices for themselves, their peers, and their parents--are holding their eighth annual National Student Safety Conference on the Campus of the University of Wisconsin at Madison, Aug. 16-19.

Conducted by the National Commission on Safety Education of the National Education Association, the conference will feature student safety leaders from all the United States. About 8,000 high schools take part in the safety program.

Tom Thomas, senior at Alton High School, Alton, Ill., is president of the students, banded together under the name National Student Safety Association (NSSA).

Although traffic safety may well be the most important aspect of the convention, it won't be the only one. Student safety groups work in promoting safety in the home and school, too. Traffic safety activities in the schools may range from organizing for more effective fire exits and civil defense drills to assisting with school bus routing procedures and campaigning for the installation of seat belts in automobiles.

During their meeting, the students will attend group discussion sessions to review safety programs with their adult sponsors, will meet together in small groups to compare notes, and will hold business sessions and elect new officers. They

(More)

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will also hear prominent speakers and will take some time off for a few social events.

Speakers scheduled to address the conference include John A. Ford, vice-president, public relations, Chrysler Corp.; and Mrs. Margie Weatherford, student council advisor, Nixon High School, Laredo, Texas.

Also, Walter J. Jonas, driver education teacher, Badger High School, Lake Geneva, chairman of the Wisconsin host committee for the conference, and Conference chairman Floyd W. Parsons, superintendent of schools, Little Rock, Ark. Parsons is also chairman of the National Commission on Safety Education.

Financial sponsors of the student safety program are the American Oil Foundation, Chrysler Corp., Firestone Tire and Rubber Co., and the Ford Fund.

# # #

National Education Association

NATIONAL EDUCATION ASSOCIATION nea OF THE UNITED STATES

1201 SIXTEENTH STREET, N.W.
WASHINGTON, D. C., 20036
ADAMS 4-4848

August 5, 1966

MEMORANDUM TO: PUBLIC RELATIONS DIRECTORS
STATE EDUCATION ASSOCIATIONS

Copy for:

For a couple of years (1962 and 1963) the National School Public Relations Association produced a Planning Calendar which was only moderately successful. It was a low-cost item and probably did not include enough features to make it an indispensable item on the desk. NSPRA has reviewed the original project and noted several ways to make the Planning Calendar more useful, including spiral binding, so that it can lay flat on the desk, the addition of dates for major national conferences, Special Days and Weeks which schools often observe, and even a few unusual quotations tied to education from Plato, Jonathan Swift, Thomas Jefferson, and others.

A copy of this new 1966-67 School Public Relations Planning Calendar is attached. As a service to local affiliates the Division of Press, Radio and Television Relations has purchased from NSPRA a supply for use in sending copies to approximately 8,500 presidents of local education associations affiliated with the National Education Association, and to some 3,000 chairmen of local public relations committees of these affiliates.

In addition, I shall be glad to send you approximately a dozen complimentary copies to share with colleagues on your staff and enough copies to share with members of any statewide public relations committee, if there is such a committee in your state.

If you have some other strategic distribution for which you would like additional copies, such as the members of the executive committee of your state education association, let me know and we will be glad to provide copies for them, too, as long as our supply permits. A reply form is enclosed for your convenience.

Cordially,

Roy K. Wilson, Director
Division of Press, Radio and
Television Relations

Enclosure

REPLY FORM

Mail to: Roy K. Wilson, Director
Division of Press, Radio and
Television Relations
1201 - 16th Street, N.W.
Washington, D.C. 20036

Please send _____ complimentary copies of the 1966-67 School Public Relations Planning Calendar for distribution to some of my colleagues on the state headquarters staff.

Please send _____ copies for distribution to members of our state association public relations committee.

Please send _____ copies for distribution to members of the executive committee of our state association.

Print Name_____

Mailing Address_____

City_____ State_____

Signature_____

National Education Association

1201 SIXTEENTH STREET, N.W.
WASHINGTON, D. C., 20036
ADAMS 4-4848

August 5, 1966

Memorandum to: Chairmen of Public Relations Committees
of NEA Local Affiliates

Dear Colleague:

For a couple of years (1962 and 1963) the National School Public Relations Association produced a Planning Calendar which was only moderately successful. It was a low-cost item and probably did not include enough features to make it an indispensable item on the desk. NSPRA has reviewed the original project and noted several ways to make the Planning Calendar more useful.

The staff of the Division of Press, Radio and Television Relations believes the new 1966-67 School Public Relations Planning Calendar that has been produced by the National School Public Relations Association is such a useful item that we have purchased a bulk supply so that we can share a copy with you and with the president of each local education association affiliated with the NEA.

You will find that the Planning Calendar makes specific suggestions for public relations activities month by month and helps you organize in advance your PR schedule for the entire year.

The booklet devotes four pages to each month. Major days and weeks which schools often observe are listed for each month, as well as major national conferences.

A novel feature of the School Public Relations Planning Calendar is the section on "The Thirteenth Month," which lists other PR activities that do not logically fit some particular month or time of the year but can be carried out at any time.

There are also annotated lists of selected films and publications, which you may wish to use in developing your school public relations program.

A planned year is bound to be a successful one. As the year unfolds, please write to us if we can be of help to you in supplying information to assist you with any of your public relations projects.

Cordially,

Roy K. Wilson

Roy K. Wilson, Director
Division of Press, Radio and
Television Relations

National Education Association

NATIONAL EDUCATION ASSOCIATION OF THE UNITED STATES

1201 SIXTEENTH STREET, N.W.
WASHINGTON, D. C., 20036
ADAMS 4-4848

August 5, 1966

MEMORANDUM TO: Editors at NEA Headquarters

Dear Colleague:

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The Ford Foundation's proposal would assure educational television an estimated $30 million annually at the start and at least twice as much later on. The proposal was spearheaded by McGeorge Bundy, Ford Foundation president and former faculty dean at Harvard University, and conceived by Fred W. Friendly, former Columbia Broadcasting System news head.

Opposition to the proposal has been voiced by the Communications Satellite Corporation (Comsat) and A.T. & T., and other opposition can be expected. In view of the significance of this proposal to educational television and the likelihood that it will be a stormy issue, you may want to report developments to members of your Association. For your reference we are enclosing a copy of the Ford Foundation's proposal to the Federal Communications Commission.

We are also enclosing a statement by Harold Wigren, educational television consultant and associate director of the Audiovisual Instructional Service Division of the National Education Association. Dr. Wigren is also chairman of the Joint Council on Educational Telecommunications, a committee representing the National Education Association and seven other major associations of colleges, universities, school personnel, educational broadcasters, and state education officials.

Cordially,

Roy Wilson

Roy K. Wilson, Director
Division of Press, Radio, and
Television Relations

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(213) 478-1277

For Further Information:
Tom Hawkins

FOR RELEASE: August 5, 1966

Growing Number of University Students Train
In High Schools for Secondary School Principalships

WASHINGTON, D. C.--The National Association of Secondary-School Principals (NASSP), a department of the National Education Association, is continuing its intern training in high schools for college students who wish to become school principals.

Established three years ago, the Administrative Internship Project so far has assisted 221 internees, including 91 in the current year's program. One hundred or more new interns will be added next year.

_____ is spending a year at _____
(name) (name of school)
_____ High School in _____ as a trainee.
(name of city)
His expenses and a portion of his salary are paid from a $750,000 Ford Foundation grant to NASSP.

Each student, who must be a candidate for an advanced degree in secondary school administration, is sponsored by his university. He works under the principal of the high school to which he is attached. _____'s home town is _____. His sponsoring university (or college) is _____ _____ at _____. His (or her) supervising principal is _____.

This internship project was started, says Dr. J. Lloyd Trump, NASSP associate secretary and director of the project, to discover ways for principals to help teachers

(More)

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use different educational methods needed to take advantage of recent curriculum developments and the spread of educational technology.

"Governments and industries spend large sums of money to update course content and to make better uses of television, language laboratories, teaching machines, and video and sound recordings. Computer assisted instruction is just around the corner. Teachers and pupils have to learn how to use these materials effectively," Trump declares.

"Today's school principals spend too much time on office routines that other qualified persons could handle. The improvement of instruction needs their highest priority. The NASSP interns are working with principals to learn how to find the time and to do the job."

# # #

8/5/66

NASSP

THE ADMINISTRATIVE INTERNSHIP IN SECONDARY-SCHOOL IMPROVEMENT

A Project of
THE NATIONAL ASSOCIATION OF SECONDARY-SCHOOL PRINCIPALS
1201 Sixteenth Street, N. W., Washington, D. C. 20036 223-9400

NASSP Officers

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President

ROBERT L. FOOSE
First Vice President

DELMAS F. MILLER
Second Vice President

ELLSWORTH TOMPKINS
Executive Secretary

Project Advisory Committee

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Westfield Senior High School
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Wellesley, Massachusetts

STEPHEN A. ROMINE
Dean, School of Education
University of Colorado
Boulder, Colorado

RAY P. RUPPEL
Principal
Palo Alto High School
Palo Alto, California

Project Staff

Director of the Project

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Associate Secretary, NASSP

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University of Southern California

TERRANCE E. HATCH
Professor of Education
Utah State University

Editorial Associate

LOIS S. KARASIK

Evaluation Consultant

PAUL B. DIEDERICH
Research Division
Educational Testing Service

August 5, 1966

Memorandum to: NASSP Administrative Intern

Please fill in the blanks and mail or hand deliver the attached releases to the newspaper in the city at which you are an intern, and also mail a copy to your home town newspaper and your college news service.

You might suggest to the education editor or the city desk of the newspaper in the city at which you are interning that you are available for an interview - and a picture with your principal.

Blanks to be filled in:

Your name

Name of the school and city at which you are an intern

Name of the principal with whom you work

Name of the sponsoring university or college

Name of your home town

Your assistance will help greatly to make known the Internship Project of which you are an important part.

Sincerely yours,

J. Lloyd Trump

J. Lloyd Trump
Director

/bh

A Project Partially Supported by The Ford Foundation

National Education Association

NATIONAL EDUCATION ASSOCIATION nea OF THE UNITED STATES

1201 SIXTEENTH STREET, N.W.
WASHINGTON, D. C., 20036
ADAMS 4-4848

August 4, 1966

MEMORANDUM TO: State Journal Editors
State Education Associations

Dear Colleague:

Educational television, long a poor relation to the mass media, could begin to play an effective part in elevating public tastes and underpinning public knowledge, if the Federal Communications Commission accepts the Ford Foundation's proposal this week to create a communications satellite system for noncommercial and commercial television distribution.

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Cordially,

Roy K. Wilson

Roy K. Wilson, Director
Division of Press, Radio, and
Television Relations

Enclosures

Statement on Ford Foundation Satellite Proposal by
Harold E. Wigren, Educational Television Consultant, NEA
August 3, 1966

The Ford proposal--a system of commercial satellites to finance educational television--is a bold new approach to solving the two most crucial problems which face educational television, the lack of money and the lack of program resources to accomplish its purposes. There is no end to the many ways in which educational television can serve the American people given the necessary resources to do the job. ETV is a natural resource which must be preserved and developed for the benefit of all our citizens. As such it is an instrument of great promise; yet, to date, its promise has been only partially fulfilled because its existing services and its existing means of support are so inadequate. New sources for funding must be found if ETV is to survive and if its full potential is to be realized. The Ford Foundation's proposal--which recommends to the Federal Communications Commission a plan for the live interconnection of both commercial and noncommercial TV stations by means of a new satellite system to be operated by a non-profit corporation, serving both commercial and educational networks, the savings to the former being used to finance educational television--is both imaginative and far-reaching in its implications for education. The proposal is deserving of our most thoughtful analysis and study.

The National Education Association urges the FCC to study carefully the Ford proposal along with other alternate methods of distributing ETV programs on a nation-wide basis before making final decision as to the specific model or solution which will serve best the public interest. The Ford proposal seems to hold the greatest promise of any proposal thus far submitted, but the NEA urges that the Commission wait to make its final determination until the study and report of the Carnegie Commission on Educational Television are released early next year and until the educational community has had the opportunity to study all of the alternatives in detail.

(more)

While we are enthusiastic about the Ford proposal, there may be some reservations in the educational community to any distribution system which tends to centralize the production and control of instructional materials at the national level, with the possibility of monopolistic tendencies resulting therefrom. I feel, nevertheless, that the Ford proposal offers, as McGeorge Bundy phrased it, "the promise of building a cost-free highway system for multiplied regional and national noncommercial services--and also of providing a large part of the new funds which are desperately needed for noncommercial programming at every level." In my judgment, the Ford plan uniquely combines regional and national programming efforts on non-instructional programming and opens the possibility, for the first time, for regional program production centers which would combine the best features of both local and national programming. The satellite system would then serve as a means of providing immediate exchange of these regional programs nationwide. It is becoming increasingly evident that educational institutions will more and more join in voluntary cooperative program efforts so that the best resource material and resource persons in each community can be shared with other schools in the region and throughout the nation. This makes sense from both an educational and an economic point of view.

One of the chief by-products of the Ford proposal will be the thrust which this dramatic proposition will give to educational leadership to re-examine the unlimited potential of the ETV medium and to reassess its role in contemporary America. It will undoubtedly set in motion a series of dialogues on the multiplicity of uses

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to which the medium might be harnessed in achieving educational goals. It will serve to re-emphasize the potential of using ETV to provide for classrooms a greater wealth of resources which would otherwise be unavailable and serve as a means of sharing specialists with many classrooms. But its uses are not limited to classroom instruction. It also should be extended to the relatively untapped field of adult education. ETV can become the adult educator of tomorrow with its ability to bring high quality cultural and informational programs, as well as formal instructional programs, to every living room. An ETV station can become a means by which the adult is able to continue his education beyond the years of formal schooling; it can enable the average citizen to gain greater information and better understanding of both international and domestic affairs; it can help citizens know the resources of their community so as to know where to go for specific information and help; it can be a powerful means of education for the pre-school youngster, for the homebound and the hospitalized; it can be an extraordinarily effective instrument for the pre- and in-service education of teachers and other staff personnel.

John Gardner remarked several years ago: "There are terribly exciting possibilities for educating everyone everywhere through the medium of open-circuit television. TV provides a means of extending the campus beyond the school." But it can do these things only if it has the money and resources--plus creative imagination and support of the educational community--to accomplish the task.

It should be pointed out that the Ford Foundation plan stressed that the Foundation itself would not operate such a system but urged selection of a board of trustees, representing commercial and noncommercial broadcasters and public representatives, to set up the operating machinery for the non-profit corporation to be known as "the Broadcasters' Non-Profit Satellite System." The NEA urges that educational organizations

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be adequately represented on this board of trustees so that educators will have an effective voice in developing educational programs.

I am concerned that the Ford Foundation report did not make provision for funding of instructional TV. Instead, the report suggested that the costs of instructional TV (i.e., broadcasts to schools, colleges, and universities) "should be borne by the taxpayer." This may turn out to be a short-sighted recommendation. In my opinion, funds set aside as seed money to assist public educational institutions--on a state or regional cooperative basis--to carry forward their instructional TV plans would seem to be judicious. If this can be done, both instructional TV and adult programming can go forward at an accelerated level.

The report also indicates that "slightly less than one-fifth of the nation's 54 million students have been exposed to instructional television." If this is a fact, it is so largely because local school districts do not have the funds to support this service to the extent needed to insure high-quality programming; likewise, small districts do not have the talent. The present proposal will not help in the solution of this problem unless funds are recommended therein for regional or state production centers for instructional TV similar to those recommended for non-instructional programs.

Another concern which the educational community will certainly be quick to voice in regard to the Ford proposal is that it might jeopardize the continued public service activities of commercial television stations. It would be unfortunate if this were to be the case because, in the past, commercial networks have made some notable achievements in this area, and these should be continued. The airwaves belong to the people; and commercial stations, in return for their licenses, should be expected to operate in the public interest. We would hope the Ford proposal would in no way erode this basic principle.

Undoubtedly, closer scrutiny of the report will reveal other concerns but, on the whole, the proposal has generated a great deal of interest within the educational community, and it is to be hoped--whether this proposal or some other is finally adopted--that a satisfactory solution will soon emerge so that ETV's unlimited potential might be realized.

News from the Ford Foundation

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Office of Reports PLaza 1-2900

FOR RELEASE NOT BEFORE 11 A.M. (E.D.T.) MONDAY, AUGUST 1, 1966

For further information: Richard Magat or Walter Ashley

NEW YORK, Aug. 1 -- In a submission to the Federal Communications Commission today, the Ford Foundation proposed the creation of a communications satellite system for noncommercial and commercial television distribution. The system would be operated by a new, nonprofit, nongovernmental corporation.

McGeorge Bundy, president of the Foundation, said the Foundation's purpose in expressing its views was to help the nation realize the "unlimited potential of noncommercial television for human welfare and for the quality of American life by finding a way to a wholly new level of action in this field."

In submitting a statement to the F.C.C. the Foundation seeks, in effect, to express a public-interest viewpoint in what is generally believed to be one of the most crucial decisions in the history of American broadcasting.

The particular system proposed by the Foundation is not a formal proposal of the only possible means of achieving this goal, he said. Rather, the Foundation has advanced a model on the basis of which the Commission should invite formal proposals "from the widest possible public." Mr. Bundy said the Foundation would be ready to join with others in presenting such a

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proposal, but he emphasized that the Foundation's model contemplated a new and independent corporation, not a satellite system owned or operated by the Foundation.

At the same time, in a letter to F.C.C. chairman Rosel H. Hyde, Mr. Bundy asked the Commission to take no action now that would foreclose consideration of proposals for an effective national informational, cultural, and instructional broadcasting service via a domestic satellite system.

The Foundation's submission came in response to the Commission's invitation last March to interested parties to comment on questions regarding the construction and operation of specialized domestic communications satellite systems.*

The service proposed by the Foundation -- called Broadcasters' Nonprofit Satellite Service (BNS) -- was outlined in a 100-page report filed this morning with the Commission.

It suggests the organization of a private nonprofit corporation that would operate a satellite system broadcasting informational, cultural, and instructional material throughout the United States. BNS would also serve as the distribution system for commercial television and radio.

The system would provide double-barreled financial benefits for noncommercial television. First, noncommercial TV would obtain a distribution system free of charge. Second, a substantial part of its programming and operating costs could be paid from the difference between present payments of the commercial networks to telephone companies and the payments they would make to BNS. At the same time, because of the reduced costs of satellite distribution, the commercial networks would pay less for the new and expanded service than they pay now for a limited service.

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*The Commission's Notice of Inquiry was prompted by an application from the American Broadcasting Company for an F.C.C. license to operate a satellite for domestic television broadcasting.

The Foundation suggested that the BNS board of directors represent non-commercial and ccmmercial broadcasters, foundations, schools, universities, and, perhaps, government bodies.

The Foundation statement outlined the following benefits that would accrue from the new system:

1. The people would have a wider choice. While the ccmmercial networks would continue to provide mass entertainment and such public-service programs as are deemed desirable, an effective "second force" in broadcasting would be available to provide a continuous flow of cultural events and information programs.

2. A substantial amount of the programming would be live, giving immediacy to programs.

3. Informational and cultural programs would be broadcast during prime time, giving millions of Americans a real viewing choice.

Illustrative of the services the BNS could offer, the statement cited:

-- Live instructional programs for an aggregate of 60 million students at all levels of education;

-- Instructional materials which could be stored on tapes in schools, colleges, universities, and school-system centers;

-- Full and live coverage of significant hearings and debates;

-- Documentaries on important problems, interviews and discussions with outstanding leaders, and reports to give Americans a better understanding of the three branches of government at all levels;

-- Musical, dramatic, and literary events from any location in the country;

-- Special events such as the opening of the Metropolitan Opera season, or the premieres of important new symphonic works.

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The BNS satellites could broadcast television on forty-four channels; an expanded system could have sixty-four channels.

As the Foundation's submission makes clear, "initial users of this system would be existing commercial and noncommercial radio and television stations;" this system would be fully compatible with all television and radio stations. The stations' rebroadcasts could be received by all existing television sets.

In his letter to the F.C.C. Mr. Bundy said existing services and existing means of support cannot develop more than a fraction of the unlimited potential of noncommercial television. Therefore, he said, "the nation must find a way to a wholly new level of action in this field -- one which will release for our whole people all the enlightenment and engagement, all the immediacy and freedom of experience which are inherent in this extraordinary medium and which commercial services -- as they freely admit -- cannot bring out alone."

In responding to the F.C.C. Notice of Inquiry, the Foundation said it was acting as the nation's most experienced institution in the noncommercial television field. (The Foundation has granted more than $100 million for educational television since 1952 and is currently making additional grants of some $10 million annually).

Mr. Bundy also stressed that a Commission ruling ought to await the findings of the "distinguished commission of private citizens," headed by Dr. James Killian, that was organized last year by the Carnegie Corporation, with encouragement from President Johnson, to study the future of noncommercial television.

Mr. Bundy's letter emphasized "the promise that satellite communications may permit a revolution both in the technology and the economics of television." He continued:

"Intensive exploratory studies have convinced us at the Ford Foundation

that these revolutionary possibilities offer the promise of building a cost-free highway system for multiplied regional and national noncommercial services -- and also providing a large part of new funds which are desperately needed for noncommercial programming at every level....

"Noncommercial television has two great needs: first, to become a true national network, at a cost it can afford -- and second, to have money for programming at a wholly new level of excellence. Properly used, a television satellite can meet both needs."

Once in operation, satellite television would be much more economical to operate than the conventional long landlines now in use, he noted. If a substantial share of commercial networks' savings could be passed on to noncommercial users, tremendous gains would be possible for noncommercial television.

To bring the system into operation, Mr. Bundy said, "we are convinced that there are good answers -- in the resources of the commercial networks, in the lending power of those who know a sure success when they see it, and in the resources of those who hold the view that money which helps to turn this corner will be money well used for the quality of American life." He added, "Our own commitment to this general purpose is clear."

The Foundation statement includes an assessment of the legal position involved in the establishment of a new satellite system, by David Ginsburg, a Washington lawyer; of the economic problems, by Paul W. MacAvoy, associate professor of economics at the Massachusetts Institute of Technology; and of the technical problems, by Eugene Fubini, vice president and group executive with International Business Machines.

Fred W. Friendly, former president of news of the Columbia Broadcasting

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System and presently Foundation adviser on television, made recommendations on the programming aspects of the Foundation submission.

Among the main findings are:

Legal Aspects

The Foundation's legal brief emphasized that the F.C.C. has the power, under the Communications Act of 1934, to authorize a national nonprofit radio and television satellite distribution service that would promote noncommercial television. The 1934 Act, the brief said, has been uniformly interpreted as granting the F.C.C. broad powers, and the F.C.C. has been consistently upheld by the courts in its extension of these powers to means of electrical communication unforeseen in 1934.

Furthermore, neither the Communications Satellite Act of 1962, which was intended to give COMSAT a United States mcnopoly of international communications satellite business, nor the 1964 International Communications Satellite Agreements, which established an international consortium, stripped the F.C.C. of its basic power to authorize a domestic satellite system.

Finally, the brief pointed out that the domestic communications satellite system proposed by the Foundation would be in the "public interest" as required by the 1934 Act and in the "national interest" as required by the 1962 Act.

Technical and Economic Aspects

The BNS service envisioned by the Foundation would provide six channels in each of four time zones for the commercial networks -- a total of twenty-four -- and five noncommercial channels in each time zone -- a total of twenty. Of the noncommercial channels, four would be used for informational and cultural television primarily in the hcme, and sixteen for instruction at all levels from grade school to graduate school. In general, the system

would be ten times as powerful as the existing network of landline connections.

The Foundation said that the amount of frequency spectrum now allocated to communication satellite service was more than adequate for television use and other foreseeable demands. It is possible to place twenty-five satellites in an equatorial orbit 22,000 miles high, three degrees apart, and "visible" to receiving antennae from Maine to California. These satellites would have a total of 300 television-quality channels, or 288,000 one-way voice channels. Even the sixty-four channels required for BNS-2, the expanded system, would leave more than 200,000 voice channels for other uses.

Econcmically, the Foundation's submission pointed out, the cost of operating a satellite system, estimated at $19.3 million annually, would be much cheaper than the cost of terrestrial channels for providing the same service -- a prohibitive $200 million a year.

The Foundation estimated the capital cost of program centers for noncommercial television at about $50 million and annual programming expenses at about $60 million. A substantial part of the latter, the Foundation suggested, could be met by funds that commercial broadcasters would save by the use of BNS facilities rather than those of telephone companies.

The costs of instructional television (i.e. broadcasts to schools, colleges, and universities) were considered separately. The new resources required for televised teaching -- on the order of $65 million a year for BNS-1 -- would be extremely small in relation to present over-all national educational costs of $39 billion annually, and even smaller in relation to projected 1970 costs of $51 billion. However, the Foundation said, one-third of instructional television costs might have to come from new appropriations, probably at the Federal level.

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Discussing the effect of the proposed system on existing telephone carriers, the submission pointed out that the diversion of revenues from these companies appeared to be about one-half of 1 per cent of their annual revenues. Reduction in long-distance private line services would be negligible, the Foundation said, since audio and visual transmission account for only a small proportion of the total service. Moreover, any reduction in income would be more than offset by increased services for other longline users who could utilize facilities previously needed for audio and visual transmission.

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News from the Ford Foundation

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FOR RELEASE NOT BEFORE 11 A.M. (E.D.T.) MONDAY, AUGUST 1, 1966

For further information: Richard Magat or Walter Ashley

1. Business and Economic Aspects

NEW YORK, Aug.1 -- A national noncommercial television network virtually cost-free to millions of viewers, plus adequate money for programming in a field starved for funds -- these are the prospects envisaged by the Ford Foundation in its submission, presented to the Federal Communications Commission today, on the future use of communications satellites.

This prospect, the Foundation says, can be realized because satellite television is much cheaper than the long landlines presently in use, and noncommercial and commercial television alike will benefit enormously from using satellites as a means of communication.

Further, the Foundation suggests, a portion of the savings diverted to noncommercial programming would bring forth programs vastly superior in scope and quality to anything now on the air.

"In this way," Foundation president McGeorge Bundy points out in his covering letter to F.C.C. chairman Rosel H. Hyde, "everyone is better off than he was before.

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This is not magic, or sleight-of-hand. It is a people's dividend, earned by the American nation from its enormous investment in space."

Nevertheless, Mr. Bundy emphasized, such financing should only be the beginning of the new enterprise in space. To realize the enormous potential of satellite television for education, information, and culture, a wholly new level of public and private investment is called for. For this purpose, Mr. Bundy suggests, commercial networks, commercial investors, and "those who hold the view that money which helps to turn this corner would be money well used for the quality of American life" might join forces.

The economic analyses for the Foundation's presentation were prepared by Paul W. MacAvoy, associate professor, the Sloan School of Massachusetts Institute of Technology.

The following are the main dollars-and-cents issues discussed by the Foundation in its submission:

How much would the system cost?

The Foundation submission discusses two possible systems -- the Broadcasters' Non-profit Satellite System (BNS-1) and a more elaborate system, BNS-2.

For BNS-1, capital costs of sending and receiving stations and satellites are estimated at $80 million, and annual costs of $19.3 million.

For BNS-2, capital costs would be $92.6 million and annual costs -- indicating the wide possibilities for low-cost large-scale transmission of educational materials -- $22.2 million.

Although estimates are uncertain at this stage, the Foundation estimates programming costs of the new noncommercial channels at some $50 million capital

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expense, providing four regional programming centers, and some $60 million a year for operating expenses in providing informational and cultural programs in the home.

Who pays for noncommercial television now?

Sources for noncommercial television in the past have been elusive. In his letter, Mr. Bundy says: "With the shining exception of the Educational Television Facilities Act of 1962, the Federal Government as a whole has stood to one side. ....Moreover, Americans are understandably cautions about direct Federal financing of channels of communication to the public. The hard fact is that up to now no remotely adequate solution has been found. We all want educational television to be properly funded. We do not want the Government to "pay the piper and call the tune."

The Ford Foundation itself, Mr. Bundy admits, may well have contributed to "the failure of noncommercial television to date. When we gave $6,000,000 a year to the National Educational Television and Radio Center (NET), we seem to have done a lot. And for us it is a lot -- it is our largest continuing annual grant. But the brutal fact is that our big gift is much too small."

Who would pay for BNS?

The commercial networks are to provide free transmission for noncommercial users. Such free services would be part of the "people's dividend" from the cost savings associated with satellite transmission services.

As far as programming costs are concerned, the Foundation's suggestion is that part of the "dividend" -- the difference between present payments made by the commercial networks to the telephone companies and the payments they would make

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to BNS -- can be used for this purpose as well:

"Let us suppose that two-thirds of this difference was contributed to the cost of cultural and educational programming. The difference between the annual cost of BNS-1 and 1965 toll line payments, with allowance for continued use of some ground facilities, is $45 million, and two-thirds of this difference would be $30 million. By 1975, on a pro-rata basis for additional channels in use, total payments might exceed $60 million a year. Given the fact that time will be needed for the development of effective programming services, we do not see fundamental imbalance between these prospective resources and the requirements of the new service."

For instructional television, which would be part of the nation's educational system, the Foundation suggests that the taxpayer should bear the principal burden. However, the Foundation points out, the new resources required -- on the order of some $65 million for BNS-1 -- would be extremely small in relation to over-all educational costs.

How would the money be handled?

Under the organization envisaged by the Foundation, a nonprofit corporation, with a Board of Trustees representing the public and private interests involved, would be authorized to collect revenues from broadcasters and assign a portion of them for noncommercial programming both on a national and regional level.

How would BNS compare in cost with other systems?

The economic benefits of BNS can be measured in two ways, by comparison with the present costs of television distribution and with television distribution costs via a multi-purpose satellite service.

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Compared with the present distribution of a much more limited service by land lines, BNS-1 comes out ahead -- $19.3 million compared with $65 million spent in 1965.

Data are not available for comparing BNS with equivalent distribution via a multi-purpose satellite system that would handle not only broadcasting but other communications as well. But significant economies can be made in a system tailored to meet specific communications needs in the most efficient way. A single-purpose broadcasting service such as BNS transmits information from a few points to be broadcast to anyone in a wide geographical area. In contrast, the distribution of telephone and telegraph messages involves private secret communication between two people in different areas. The costly switching devices and other equipment needed to achieve privacy (which may also be needed, for example, by central banks or airlines) can be avoided in the distribution of television broadcasting.

How would the system affect other institutions financially?

The revenues that the common carriers (telephone companies) would lose would be less than 1 per cent of their business, according to the Foundation's studies. Total revenues of Class A telephone carriers exceeded $10.9 billion in 1964, the last year for which data are complete; of this amount $62.4 million or approximately one-half of 1 per cent, were derived from transmission of audio and visual programs.

Further, said the Foundation, any reduction in revenue would be more than offset by increased services for other long-line users, who could utilize facilities previously needed for audio and visual transmission. Such services are at best a marginal profit-making activity for the carriers, and there is no indication that the profit margin will increase. If the facilities now engaged for broadcast transmission were used for more lucrative services, the statement said, loss of

(MORE)

broadcasting service might very well have the effect of increasing net revenues.

As far as Comsat is concerned, the Foundation said, none of its legitimate interests would be affected. Noting that Comsat already has a protected investment with exclusive chartered rights in international satellite service, the statement pointed out that these would not be affected.

Local broadcasting stations receiving programs via the satellites would continue to operate, the statement pointed out; either they would handle an increased volume of material or more local stations would be set up. There would be no means by which direct broadcasts from the satellites could be made under BNS-1 and BNS-2, because it would be cheaper to utilize small receiving units on the local stations than to modify home television sets across the country.

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For further information: Richard Magat or Walter Ashley

2. Implications for Instruction by Television

NEW YORK, Aug. 1 -- Use of television for instruction in classrooms and home-study courses could be given a revolutionary forward impetus by a new domestic satellite broadcasting system, McGeorge Bundy, president of the Ford Foundation, said today.

"The satellite, used in the right way, can make the desert bloom for whole new areas of television," Mr. Bundy said in placing before the Federal Communications Commission the model of a possible satellite broadcasting system. He cited especially instructional television, and said that initiation of such a system would invite instructional programming that would call for "a wholly new level of investment -- public and private."

The system described in the Foundation's presentation -- Broadcasters' Non-Profit Satellite Service (BNS) -- would allocate four TV color channels in each of the four continental time zones to instructional television. Three channels would probably be used at first for primary and secondary instruction, and one for university-level teaching.

The system also incorporates eight sending stations to beam the programs to the

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satellites, which would beam them back to local educational-television stations for general rebroadcast.

The BNS model also calls for four major regional programming centers, each equipped with production facilities superior to today's most advanced national commercial television centers. These would be available for cultural, informational and instructional television programming. For instructional television, such facilities would reduce overlap and duplication of program preparation now required with local facilities. Funds formerly expended to achieve quantity could be devoted to increased quality, both technical and intellectual. The national distribution system would permit much more efficient use of the nation's best minds for instructional purposes, and in greatly enhanced technical settings.

"One question considered by the Foundation," said Mr. Bundy in a letter accompanying the presentation was, "Where can we find the first-rate men for a new non-profit venture? We are talking here about a vision of excellence for the life of all Americans. Good men will want to work for it. We are convinced the signal of approval for a system like this one would release a rush of talent for the leaders of the new enterprise."

In its formal presentation, the Foundation said such a system would make possible:

-- Live instructional programs for an aggregate of 60 million students by 1970 at all levels of education, "with a new immediacy of communication between teacher and student."

(MORE)

-- Instructional materials which could be stored on tapes in schools, colleges, and universities, and school system centers.

-- Special broadcasts of public events of special interest to students at a particular level or at all levels.

-- In-service training of teachers.

"We know," said the Foundation, "from experiments that television can be a powerful teaching device. We also know that the most imaginative ways to use the medium have yet to be explored."

"Reliable statistics," the report continues, "on the number of students exposed to instructional television, and the nature and depth of their exposure, are hard to come by, but it is clear that instructional television has affected only a fraction of the school and university population of the nation."

Underlying the statement are studies, undertaken as part of the Foundation's four-month assessment of the potential of domestic satellite broadcasting, which indicates that slightly less than one-fifth of the nation's 54 million students have been exposed to instructional television, but that by 1970 the figure is likely to be virtually all of an esti-' mated 60 million students -- if schools continue to adopt some use of television for instructional purposes.

The statement cites the Foundation's experience with instructional television in the course of providing $100 million support for noncommercial television since 1952.

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Projects assisted include:

-- a national program in the use of television in the public schools;

-- an experiment in use of multi-channel closed-circuit school television in Hagerstown, Maryland;

-- college-level courses on commercial networks;

-- released time of faculty members to prepare and present televised college courses to regularly-enrolled residential students;

-- an experiment in airborne television instruction which encompasses seven Midwestern states.

The Foundation's studies indicate that a system like BNS, used to supplement classroom teaching and personal instruction, can produce substantial efficiencies -- economic and educational.

On the economic side, pilot projects -- including the Hagerstown experiment -- showed that substantially increased enrollments may be accommodated without need to increase teaching staff, and in addition course offerings may be expanded and diversified. Such efficiencies may, also, free funds for other improvements.

On the educational side, an illustration may be drawn from teacher-training: Whereas today a new concept in mathematics, with application to all high-school mathematics courses, might take five years to pass on to teachers through workshops and institutes, it need take only one year if presented by satellite-relayed in-service teacher training programs.

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Similar benefits may be expected in, for example, graduate education, where new developments in a professional field may be presented at once to students -- and perhaps by their discoverer or developer.

While the Foundation in its formal presentation estimates that the costs of establishing and operating a system like BNS could be wholly covered by fees from commercial broadcasting users, with a substantial surplus for nonprofit cultural and informational programming, it says a different approach should be taken toward instructional programming:

"The responsibility for the costs of education is fundamentally a responsibility of taxpayers at every level -- it is not a matter of the shared responsibility of network broadcasters", the report says. Measured against current overall costs of $39 billion per annum for education in this country -- costs which are projected at $60 billion per annum by 1970 --'the necessary new resources -- which may be on the order of $65 million per year...are quite literally trivial. Yet small as the sum is, our initial analysis suggests that about one-third would need to come from new appropriations."

In his letter accompanying the presentation to the F.C.C., Mr. Bundy noted that the Foundation "has no commercial interest and no operating interest in this matter. We exist for the purpose of giving money away -- as wisely and constructively as we can. This is the source of our deep interest in the present question." Noting that the Foundation has "a wider and longer experience in the effort to establish noncommercial television than any other single institution in the country," he said one of the lessons

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learned from that experience was, "that the nation must find a way to a wholly new level of action in this field -- one which will release for our whole people all the enlightenment and engagement, all the immediacy and freedom of experience which are inherent in this extraordinary medium..."

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For further information: Richard Magat or Walter Ashley

3. Benefits for Informational and Cultural Broadcasting

NEW YORK, Aug. 1 -- Satellite communication opens up an exciting vista for the use of television to make informational and cultural programs available in every home.

In its submission on the future use of satellites for noncommercial television, made to the Federal Communications Commission today, the Ford Foundation listed some of the types of programs that could be made available to millions in this way -- ranging from the deliberations of national assemblies to first nights at the Metropolitan Opera. The services provided by such a system, the Foundation said, "could be as wide and deep as knowledge, wisdom, talent, and imagination permit."

Because of the reduced costs of hardware and operating costs, noncommercial television via satellite could offer a tremendous variety of program choices and at the same time set new standards of quality. As Fred W. Friendly, Foundation adviser on television has suggested, the new programs "would be motivated by what is artistic and what the

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journalists and showman's talents inspire. Its goal would be excellence in the hope that over the long haul it would create a national taste and, by so doing, build benchmarks that might eventually set new standards of quality in cultural and informational broadcasting."

Among the informational programs which the Foundation listed as possible were:

-- The full and live coverage of significant hearings and debates.

-- Interpretation of news.

-- Interviews and discussions featuring outstanding leaders in all fields.

-- Documentaries on important international, national, regional, and local problems.

-- Live and filmed reports designed to give the American people a better understanding of the three branches of government at all levels.

-- Broadcasting coverage of national and political campaigns, including free time, under appropriate safeguards, for candidates for political office at national, state and local levels.

Cultural programs might include:

-- Musical, dramatic, and literary events of high quality from any location in the country.

-- Programs featuring established works and artists, as well as important new works and promising young artists.

-- Broadcasts covering the whole range of the humanities.

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-- Special events, such as the opening performance of the Metropolitan Opera season, the premieres of important new symphonic works, plays presented in regional theaters as well as on Broadway, and performances direct from Lincoln Center.

-- Programs on the cultural life not only of this country but of nations throughout the world.

-- Program series devoted to the history of the United States and to the history of American institutions: the Presidency, the Supreme Court, the Congress, the public school system, the military establishment, the university.

-- Programs of quality and taste for children.

Satellite noncommercial television could be "an outlet for presidential news conferences as well as those of other government leaders," Mr. Friendly said. "It would be the people's platform for hearings and debates, for fine drama with no commercial interruption and no abridgement because of time limitation.... It would be Tanglewood and the Houston Symphony, and the great teachers and prophets entering the living room with more force and dynamics than they can enter most classrooms.... It would be sports and physical fitness, religion in the news, health and health services...."

In addition to providing a whole new range of possibilities, the Foundation said, a satellite system of noncommercial television would provide the following specific benefits:

First, it would provide an element of choice. While the commercial networks would continue to provide the full gamut of mass entertainment, an effective "second force" would

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be available, broadcasting a continuing flow of cultural events, information, interpretation, and community service programs for people who choose to watch.

Second, the use of satellite communication would mean that a substantial amount of programming would be live. A live program, the Foundation pointed out, gives the viewer a sense of involvement. The economics of television have diminished live programming to a bare minimum and consequently its vitality has been lost. Through transmission by satellite, liveliness and immediacy on informational and cultural broadcasting would be economically feasible.

Third, informational and cultural programs would be broadcast during prime time. With rare exceptions in the past decade, the prime evening hours in television broadcasting have been reserved for mass entertainment. For the first time, through an effective non-commercial network made possible by use of satellites, outstanding informational and cultural programs could be broadcast regularly throughout the evening hours -- a period when a real viewing choice exists for millions of Americans.

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News from the Ford Foundation

477 Madison Avenue, New York, N.Y. 10022
Office of Reports PLaza 1-2900

FOR RELEASE NOT BEFORE 11 A.M. (E.D.T.) MONDAY, AUGUST 1, 1966

For further information: Richard Magat or Walter Ashley

4. Scientific and Technological Aspects

NEW YORK, Aug. 1 -- An "electronic highway system for multiplied regional and national broadcasting" is what McGeorge Bundy, president of the Ford Foundation, called the model of a possible domestic satellite system the Foundation put before the Federal Communications Commission today.

The system -- Broadcasters' Non-Profit Satellite Service (BNS) -- exploits a decade of intensive and ongoing scientific and technological advances and exploration of space. In fact, one aspect of the system is affected by a development within the last week at a meeting in Oslo, Norway of an International Telegraphic Union working group of scientists.

BNS -- modeled after the first stationary space satellite, Syncom, which was flown by the National Aeronautics and Space Administration -- spreads a searchlight of television and radio signals across the entire United States. Programs can be broadcast

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from studios and other locations throughout the country. They are received by satellites orbiting 22,300 miles above the equator at the same speed as the earth rotates. In effect, the satellites are in fixed positions above the earth, as though they were held in place by invisible rods from the ground.

The broadcasts the satellites receive are beamed back to earth, to the hundreds of television and radio stations that presently serve American viewers and listeners; ground stations then rebroadcast the programs. For all practical purposes, the entire process takes place instantaneously, so that viewers notice no delay between the time a broadcast originates and the moment it is seen in the home. In this respect the proposed BNS system is an improved version of the Early Bird communications satellite now in use for international communications.

As far as instructional telecasts for schools and colleges are concerned, they can be received as they are now, either through educational television stations that even home viewers can watch or through closed circuit systems that serve a city's or region's schools or a number of classrooms and lecture halls on a campus.

A key advantage of the system is a major saving in cost. Television and radio are presently sent over long distances through coaxial cables or through microwave relay networks on the ground.

Because the nation's 115 existing noncommercial stations cannot afford the costs of either method, they are not electronically interconnected, except on an experimental basis in a few regions. Since there is no "live" national network for noncommercial

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television, programs produced by or for National Educational Television, for example, are tape-recorded and sent to stations by mail.

In contrast to commercial television, which virtually every American home can receive, educational television reaches less than one third of the population, the report pointed out. "During prime evening hours," it noted, "the viewing audience for educational television seldom exceeds three million people....

"BNS could make noncommercial television available to every American, and with far greater channel capacity than exists now,"by making a national noncommercial television network possible."

For both commercial and noncommercial broadcasting, BNS would provide "a system of unprecedented broadcasting breadth," the Foundation report points out. It would provide six channels in each of four time zones from Maine to California for the commercial networks (a total of twenty-four) and five channels in the same time zones for noncommercial users (a total of twenty)--in all, forty-four channels.

With all these channels, BNS would be ten times as powerful as the existing network of landline connections used for broadcasting.

The report also outlines a possible expanded system, called BNS-2, that has sixty-four channels in all.

Under the proposed system, programs would continue to be produced by individual stations, networks, and other producers. For distributing these and other programs, however, twenty new sending stations would be constructed -- eight educational and twelve commercial --

to send programs to four satellites to cover the four continental United States time zones. In addition, some 500 existing or contemplated receiving stations would be equipped so that they could send as well, giving the system an extraordinary versatility for remote pickups from any part of the country to feed into the system. Twenty-four mobile (truck) sending stations are also envisioned.

The quality of television pictures would be at least as good as that sent by present ground systems and with respect to color television possibly better.

Other technical advantages include:

Live Programming: By multiplying the number of channels and reducing the cost of instantaneous transmission, the proposed system would permit a substantial increase in live programming. "The economics of television have mercilessly diminished live programming to a bare minimum," the Foundation report stated. "Much of the vitality has been drained out of television with the increasing use of tape." Satellite transmission would make it possible -- at sensible cost -- to transmit particular programs live for each of the four time zones.

Expanded Use of Prime Time: The expanded, cheaper system would permit telecasting of considerably more informational and cultural programs in prime evening hours that are now for the most part reserved for mass entertainment. "For the first time," the report says, "outstanding informational and cultural programs could be broadcast regularly throughout the evening hours -- a period when a real viewing choice exists for millions of Americans."

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The Foundation's statement included an assessment of technical problems by Dr. Eugene Fubini, vice president and group executive with International Business Machines. The report responded to a number of key technological questions raised by the F.C.C. in its Notice of Inquiry.

One dealt with the amount of room in the total airwave road -- the frequency spectrum. F.C.C. regulates the use of the airwaves so that the variety of users -- ranging from television broadcasters and amateur radio operators to airline and police radio systems and long-distance telephone signals -- do not interfere with one another. The bandwidth set aside for communications to satellites is 500 megacycles, and the bandwidth for sending from satellites to the ground is another 500 megacycles. This is a slim slice of some 20,000 megacycles now technologically available for various types of communications and other purposes. But this portion is a highly desirable one that is occupied by other types of users.

Studies by scientific consultants to the Foundation concluded that the amount of spectrum set aside for the satellite service is more than adequate. The new system would neither crowd out nor interfere with other users. It is possible, the studies showed, to put as many as twenty-five such satellites in orbit; the BNS system proposes to use only four for television transmission, so that the others can be used for voice and record (e.g., telegram) transmissions.

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Each satellite would provide a capacity for twelve television quality channels. (For transmissions of pictures a wider band is required than for sound only -- one television channel is equivalent to 960 voice channels). Even using the expanded BNS-2 service of sixty-four commercial and noncommercial channels, more than 200,000 channels would be left over for use by telephone and other communication satellite services.

Another major technical question the Foundation answered was whether a satellite broadcasting system could be devised without interfering with present microwave systems. The Foundation's studies concluded that the system would not interfere with ground-based microwave systems. Nor, the studies found, would the power generated by the satellites necessarily exceed the limits prescribed by F.C.C. regulations. However, the Foundation's experts recommended a relaxation of power limitations because system costs could be reduced while still avoiding interference. A meeting in July in Oslo of the Comité Consultatif International Radio (CCIR), a working group of the International Telegraphic Union, has made recommendations to the same effect; the I.T.U., to which the United States is a signatory, prescribes limitations on satellite power to prevent interference with international communications.

The Foundation also took up the question of a single-purpose system, such as BNS, versus a multi-purpose system that would carry television, telephone, and other services.

A multi-purpose system that must embrace two-way voice conversation, the Foundation pointed out, demands a premium on privacy, which entails both additional

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costs and technical problems. The single-purpose system, since it is for the public at large, need not be tightly controlled for privacy. Also, such technical problems as the time delay between voice transmission and receipt would not arise in a single-purpose system, it said.

The report said the technology for a system such as BNS already exists. It said such satellites could be launched within eighteen months from the time of letting a contract.

BNS would offer commercial networks and television stations swifter, more efficient, and cheaper means of transmitting news and information, the report concludes. "Every television station and its community could have immediate access to its network via the communications satellite and truck mobile stations which extend this capability to any point in the nation," it states.

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5. Legal and Public Policy Considerations

NEW YORK, Aug. 1 -- When the Communications Act of 1934 became law, radio was the only means of mass telecommunication, television was still in its gestation period, and communications satellites were virtually beyond the realm of science fiction.

Now, a little more than three decades later, the Federal Communications Commission -- the offspring of the 1934 legislation -- is weighing the complex legal and public policy issues posed by the question of who should operate domestic communications satellites. Last March the F.C.C. issued a Notice of Inquiry following an application from the American Broadcasting Company.

The Notice of Inquiry asked, with respect to communications satellite systems for specialized purposes, whether it had authority to authorize such systems, and whether it would be in the public interest to do so considering the Comsat Act of 1962 and a number of economic and technical questions.

Questions of the F.C.C.'s authority are taken up in a thirty-five page legal section of the statement submitted to it today in the Ford Foundation's response.

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In its statement, the Foundation proposed the creation of a communications satellite system that would be operated by a new, nonprofit, nongovernmental corporation for noncommercial and commercial television distribution.

The Ford Foundation's interest in the issues was expressed by its president, McGeorge Bundy, as follows: "It has seemed to us a matter of high importance that the public interest in the future on noncommercial television be fully and properly represented before your Commission... Our right to present this view is the right of any element in our society to be heard. Our duty to do it grows from experience, expenditure, and the terms of our Foundation's charter."

The Foundation did not present a formal application for construction and operation of a satellite system. Rather, Mr. Bundy said "we think the Commission should invite a more formal proposal from the widest possible public. We think such a proposal would be forthcoming. We think it would be compelling. We would be glad to join with others to present it. All that we feel it right to do today is to enter the strongest possible argument against any action that would close the door to this new hope for all Americans."

The Foundation's legal brief was prepared by David Ginsburg, a Washington attorney. Among the legal questions it takes up are, specifically, the following:

-- Does the Commission have the power to authorize nongovernmental entities to construct and operate communications satellite facilities for private or specialized domestic requirements?

-- Does the Communications Satellite Act of 1962 or the International Communications-Satellite Agreements of 1964 preclude authorization of private noncommon carriers to construct and operate satellites for specialized domestic needs?

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The Foundation's legal brief concludes that the basic power given to the F.C.C. in the Communications Act of 1934 would permit the Commission to authorize the service proposed by the Foundation. It adds that the 1934 Act specifically directs the F.C.C. to "generally encourage the larger and more effective use of radio in the public interest." Authorization of a national nonprofit radio and television satellite distribution service that would promote noncommercial television would fall squarely within this mandate, the Foundation states.

The legal brief notes that the F.C.C. itself in 1961 concluded that it had the power to authorize private use of communications satellites under the 1934 Act and that, in addition, judicial and other decisions have uniformly interpreted the 1934 Act as granting the F.C.C. broad powers over forms of electrical communication that were unforeseen -- such as television -- in the 1930's.

As for the 1962 Act, which established Comsat, the Foundation's brief emphasized that "the purpose of the Act was to establish a commercial communications satellite system, not the system, and the arrangement envisaged was international, not domestic."

In a letter accompanying the Foundation's statement to the F.C.C., Mr. Bundy said, "We fully recognize the legitimate and reasonable needs of others who are concerned with satellite communications. We are convinced that our proposal does no significant harm to the legitimate and recognized interests of Comsat ... With or without added responsibility for domestic television, Comsat will remain an unusually privileged commercial enterprise -- a prime and protected investment with exclusive chartered rights in international satellite service. Comsat faces international horizons which can engage its full energies for decades to come. The prosperity of all does not require for any a monopoly of the space communications available to the American people."

(MORE)

Further, the Foundation's legal brief said that Congress provided the F.C.C. with power to authorize additional communications satellite systems "if ... required in the national interest."

The Foundation said further that the 1964 International Communications-Satellite Agreements, which established an international consortium, did not affect the F.C.C.'s power under the 1934 Act to authorize a domestic satellite system.

The brief continues, with the statement that Comsat "has an obligation to devote itself to serving the best interests of the international system and all its participants. It seems probable that the other /foreign/ co-owners expected that Comsat would concentrate all its efforts on achieving the aims expressed in the Agreements -- 'a single global communications satellite system ... for the benefit of all nations of the world ... at the earliest practicable date ....'"

The Foundation expresses the belief that the authorization for the service it proposed would meet the tests of "public convenience, interest, or necessity" under the 1934 Act and "required in the national interest" under the 1962 Act.

"We believe," Mr. Bundy said, "the door to a new and separate broadcast satellite service must not be closed," and he urged the F.C.C. to keep in mind "the desirability of most careful deliberation before national decisions are reached with regard to the assignment of responsibility in this area."

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National Education Association

NATIONAL EDUCATION ASSOCIATION OF THE UNITED STATES

1201 SIXTEENTH STREET, N.W.
WASHINGTON, D. C., 20036
ADAMS 4-4848

August 3, 1966

MEMORANDUM TO: 1966 Pacemaker Winners

FROM: Roy K. Wilson, director, NEA Division of Press, Radio, and Television Relations

Since your school or school system was one of the winners in this year's Pacemaker project, sponsored by the NEA and Parade, the Sunday magazine, I thought you would like to have the enclosed picture.

The NEA is very proud of the winners in this national school recognition project and we want to thank you and your colleagues for helping make it a success.

National Education Association

NATIONAL EDUCATION ASSOCIATION nea OF THE UNITED STATES

1201 SIXTEENTH STREET, N.W.
WASHINGTON, D. C., 20036
ADAMS 4-4848

August 1, 1966

Dear Colleague:

In response to many queries from school systems and newspaper editors, the Division of Press, Radio, and Television Relations of the National Education Association has prepared several "back-to-school" features on subjects of special interest to parents whose children will be heading back to class this fall... or, perhaps, entering school for the first time.

These stories which may be used any time, are described on the accompanying Reply Form. They cover such topics as a profile of the modern teacher, innovations in curriculum and teaching methods, the plight of illiterate adults, the teacher in the integrated classroom, the use of the teacher aide, new help for retarded children, how parents can help children want to learn, advice to future college freshmen, Latin as a lively language, and why courses in "Futurity" as well as "History" should be taught.

All of these stories, of course, may be adapted by the editor to fit the local situation. As written, they range in length from 160 to 1200 words.

We have advised editors of daily newspapers throughout the country that these features are available and have provided them with an opportunity to request them.

If you would like to examine these stories to determine whether the editor of your newspaper might be interested in them, please check the enclosed Reply Form and return the Form to us. We will mail a set of stories to you promptly.

Sincerely yours,

Beatrice M Gudridge

Beatrice M. Gudridge
Associate Director
Division of Press, Radio, and
Television Relations

Enclosure

R E P L Y F O R M

MAIL TO: Beatrice M. Gudridge, Associate Director
Division of Press, Radio, and Television Relations
National Education Association
1201 16th Street, N. W., Washington, D. C. 20036

YES, please send me the "Back-to-School" features which are described below:

Meeting Your Child's Teacher? Prepare for Some Surprises. Profile of the modern teacher who's younger, better-educated than ever before (680 words).

HEW Head Tells Future Frosh: Get Enough Sleep in College. Some sage but unstuffy advice to new college students from the U. S. Secretary of Health, Education, and Welfare, John W. Gardner (475 words).

Schools Today Are Where the Action Is. Innovations and curriculum changes that are making the corner schoolhouse the liveliest place in town (950 words).

Teacher Aides Help the Teacher Give Your Child Better Schooling. How the "aide" idea gives regular teachers freedom to concentrate on their primary responsibility--teaching (520 words).

Schools Should Teach Courses in "Futurity" as Well as "History." The world ahead will be far different from anything known in the past and schools must prepare youngsters for the unknown (160 words).

Latin, Though Declining, Is Not Dead; Scholars Seek to Reinvigorate It. A new breed of classical scholar shows relevance of Latin study to today's students (600 words).

Undereducated Adults Live in Strange World Without Written Words. How thousands of courageous adults with limited ability to read and write are striving to improve themselves (650 words).

Teachers of Disadvantaged Must Make Special Efforts To Understand Lives So Different From Their Own. Questions the teacher of Negro and other underprivileged youngsters should ask himself about his charges (1200 words).

You Can Help Your Child Want to Learn Before He Ever Enters Schoolhouse Door. Tips for parents on how to go about showing children what learning is, and how it can be fun (500 words).

The "Career Teacher Cadre"--Next Forward Step in Education. How the teaching profession is encouraging new status and responsibilities for master teachers (640 words).

Retarded Child No Longer Object of Shame; But He Needs More Help Than He's Getting. Retarded youngsters can become useful members of society, when properly trained, but teachers are desperately short (580 words).

PRINT YOUR NAME_____

MAILING ADDRESS_____

CITY_____ STATE_____ ZIP CODE_____

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1201 SIXTEENTH STREET, N.W.
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PRINT YOUR NAME_____

NAME OF NEWSPAPER_____

MAILING ADDRESS_____

CITY_____ STATE_____ ZIP CODE_____

National Education Association

NATIONAL EDUCATION ASSOCIATION OF THE UNITED STATES

1201 SIXTEENTH STREET, N.W.
WASHINGTON, D. C., 20036
ADAMS 4-4848

August 1, 1966

MEMORANDUM TO: Writers and Broadcasters

As we approach the opening of a new school year with the certain prospect that news about education will again loom large on the national scene, we feel you might appreciate a packet of materials which can be used as ready reference on the National Education Association and its wide-ranging program of activity.

Accordingly, I am enclosing five items which you may find useful in the year ahead:

1. A copy of the NEA Platform and Resolutions adopted at the convention held in Miami Beach, Florida, June 26-July 1, 1966

2. "Press Report," a sampling of press clips from the convention summarizing major actions taken at Miami Beach by the 7,000-member NEA Representative Assembly

3. Major address by NEA President Richard D. Batchelder of Newton, Mass.

4. Major address by NEA Executive Secretary William G. Carr of Washington, D. C.

5. Fact Sheet on NEA organization, officers, and goals.

Let us know if we may be of further assistance in the months ahead.

Sincerely yours,

Roy K. Wilson

Roy K. Wilson, Director
Division of Press, Radio,
and Television Relations

Enclosures

NATIONAL EDUCATION ASSOCIATION
104th Annual Convention June 26-July 1, 1966 Miami Beach, Florida

SPEAKER: William G. Carr, Executive Secretary, National Education Associatio

TOPIC: "Unity, Growth and Responsibility" 1/

TIME: 2:00 P.M. Tuesday, June 28

PLACE: Exhibition Hall

PROGRAM PAGE: 13

The preparation of the Annual Report of the Executive Secretary is always a difficult task. The Association is a complex operation and the selection of a few topics to be crammed into a brief period of time is never easy.

This year, I have selected only three areas of Association concern:

1. Unity in the teaching profession, especially as related to NEA Resolution 12 on "Desegregation in the Public Schools."

2. Growth in educational service, especially as related to Paragraph 1 of the NEA Platform on "Educational Opportunity for All."

3. Responsibility in professional organizations, especially as related to Resolutions 15 and 16 on "Negotiations" and "Sanctions."

(Note: the following section is subject to change in the light of current reports.)

I. Unity of the Teaching Profession

Relations with ATA

The American Teachers Association was founded in 1904. In 1927, a Joint Committee of the NEA and ATA was established to improve the opportunities of teachers and pupils of minority groups. In 1963, the NEA Representative Assembly asked the Joint Committee to "consider whether and under what conditions it would be desirable and feasible to merge the two associations."

The Joint Committee agreed quickly on the desirability of unity. Details were formulated at a series of meetings of representatives of both associations; final points were resolved last October.

1/ Report of the Executive Secretary, 45th Representative Assembly of the NEA, Miami Beach, Florida, Tuesday, June 28, 1966.

Last week, the delegates to the American Teachers Association's annual meeting voted favorably on unification with the NEA. The NEA Executive Committee and Board of Directors approved the resolutions which will come before you later. Your ratification will be the final step, except for the formal signing of papers. Among other conditions, the NEA will

--Accept all annual members of ATA currently in good standing.

--Accept as NEA life members all ATA life members whose ATA fees are fully paid.

--Credit ATA life members whose fees are partially paid toward NEA life membership.

--Employ the staff of ATA in the Southeastern Regional Office of the NEA.

This decision will strengthen the entire profession.

State Affiliates

Membership and full participation in NEA activities have always been open to all qualified persons. In 1951, upon their request, the NEA affiliated eighteen Negro state education associations. By 1963, the number of such associations was reduced to eleven.

In 1964, the NEA Representative Assembly adopted Resolution 12 which reaffirmed its long-standing position against discrimination and desegregation, and added that NEA affiliates should by July 1, 1966:

1. Remove restrictive membership requirements dealing with race, creed, or ethnic groups, and

2. Develop plans to effect the complete integration of affiliates whose membership is thus restricted.

On numerous occasions since then, the NEA state and local affiliates have been kept informed of developments under Resolution 12. Many meetings, formal and informal, have been held under NEA sponsorship. The latest of the long series was a panel from each state, meeting with the principal NEA elected officers in Atlanta, in April.

Racial membership restrictions have virtually disappeared since Resolution 12 was adopted.

The Arkansas and Tennessee Education Associations have had no written membership barriers. Both associations moreover, have recently made clear their readiness to guarantee full membership privileges to all.

The Virginia Education Association, which also has no constitutional barriers, has voted to admit all members of its merged local affiliates.

Constitutional amendments have eliminated former racial bars to membership in Alabama, Georgia, Mississippi, North Carolina, South Carolina, and Texas.

From North Carolina, on June 15, I received a joint report signed by the presidents and executive secretaries of the two statewide affiliates. This document traces the specific steps taken from 1960 to the present and the next steps ahead. Briefly, the Liaison Committee of the two organizations will present a plan for merging to the respective Boards of Directors. As another step, committees will draft the constitutional changes required when the merger is consummated. Periodic joint meetings of the two Boards of Directors will be held. There will be joint sponsorship of state workshops, conferences, and conventions. The Presidents of the two organizations will appoint committees to study staff, property, and membership details.

In Louisiana, a restrictive constitutional clause remains; but a resolution of the LTA Convention authorizes a Constitutional Revision Committee which will meet in November.

A Joint Committee of the two affiliates is at work in Georgia.

From South Carolina, I have a joint report. Cooperation between the NEA delegate groups from both Associations dates back to 1950. A Joint Committee, coordinated by the NEA State Director, has agreed unanimously to meet regularly during the coming year, to appoint subcommittees on such questions as legal aspects, finance, assets and liabilities, and personnel by September 1, with reports due before the year is out.

From Alabama comes the report, signed by the two Executive Secretaries, that their joint committee on Resolution 12 will meet at least once each quarter to deal with such topics as guidelines for local affiliates during the transition, dues, property, and constitution until its tasks are completed. The next meeting, scheduled for July 22, will discuss guidelines for the local affiliates during transition.

On July 1, the Florida Education Association, with more than 40,000 members, including several hundred Negro members and the Florida State Teachers Association, with 10,000 members, including some white members, will combine. Elected officers and board members of both associations will serve out their terms. This action culminates two years of work by a joint committee and was accompanied by a unanimous joint resolution of appreciation for assistance by the NEA and its Southeastern Regional Office.

A resolution terminating the Teachers State Association of Texas was approved by its Executive Committee on January 8, and will be submitted to its Delegate Assembly in about a month.

This, in terms much too brief to be adequate, is what has happened in the eleven states affected.

Local Affiliates

I must be even more selective in listing a few of last year's developments in local associations.

Tennessee: The Tennessee Education Association reports that one hundred and ten local associations, out of 132 locals including all the urban areas, have merged. Three of the others have no Negro teachers. Most of the others plan to merge when schools reopen next fall.

Texas: The constitution of the Texas State Teachers Association provides the same qualifications for membership in the local and state associations. All local associations, therefore, now offer membership to all teachers within the local unit.

Virginia: The Virginia Education Association reports that of 135 autonomous local associations, which replied to a survey on membership restrictions, 99 associations, employing over 88% of all VEA members, have removed such restrictions.

The Million Dollar Fund

The NEA Million Dollar Fund for Teacher Rights was launched at the 1965 Convention to protect and promote the professional, civil and human rights of educators through legal and other assistance. Contributions to the Fund now amount to over $300,000.

This Fund, in addition to coping with the emergency created by the displacement of some teachers after integration, will also be used to ensure that all educators receive due process if their professional rights are impaired.

The unity of the profession has been repeatedly demonstrated by its shared responsibility in protecting the rights of its members.

A resolution submitted to the Resolutions Committee recommends that the Fund be promoted next year, and until its present goal is attained.

Stepping up the campaign in every state will achieve the Million Dollar goal and enable the Association to further the defense and promotion of the rights of all members.

Human Rights of Educators

Nearly every unit of the NEA and its Departments is involved in human rights activities. A complete description of their activities would occupy several pages. For example - the Department of Elementary School Principals conference on mergers in nine Southern states; the recently completed School Dropout Project; a Legislative Commission task force on teachers' civil rights; the Classroom Teacher's summer project at Southampton College; the Convention programs of the School Administrators and other NEA Departments; the Department of Rural Education booklet on the rural disadvantaged, the Department of Elementary-Kindergarten-Nursery Education quarterly on human relations in the classroom; the Student NEA book on teaching in an integrated classroom.

This week, the NEA Executive Committee authorized a study of the feasibility of a self-supporting National Registry of Teachers and Positions. The Registry would not conduct placement, but it would make continuously available exact and detailed information on needs and requirements.

A focal point for all these NEA programs is the activities on Civil and Human Rights of Educators within the PR&R Commission. This unit was established by vote of the NEA Directors last summer. Since then, it has taken these steps among others:

1. With cooperation from the U. S. Office of Education, it made an extensive study of teachers displaced by desegregation; the findings were published and programs developed to alleviate problems revealed.

2. Five regional conferences were held to assist school districts to integrate school faculties. About 250 participants, teachers and administrators, attended each of these conferences.

3. A list of displaced teachers and of graduates from predominantly Negro colleges in the Southern and border states was sent to personnel officers and superintendents.

4. Representatives from five states in the Southwest were assembled to discuss the educational problems of Spanish-speaking Americans, including teachers.

To conclude this first section of my report, I wish to refer to that part of Resolution 12 which calls for a report on "the need for creating and staffing a human relations commission."

After the New York Convention, the PR&R Subcommittee on Civil and Human Rights of Educators launched its program. The record of the Subcommittee has been substantial, as the examples just cited indicate.

In view of the effective work accomplished by the PR&R Commission and its Subcommittee, as well as the activities of other NEA units, the Executive Committee decided: 1) to rename this unit as the PR&R Committee on Civil and Human Rights of Educators, 2) to place it on a continuing basis and 3) to report that the establishment and staffing of an additional Commission on Human Rights is not advisable at this time.

The budget proposed for the PR&R Committee on Human and Civil Rights of Educators is $90,000. In addition, the Executive Committee will make allocations from the Million Dollar Fund if needed.

II. How Much Education?

The amount of education that should be made universally available at public expense is the subject of an important resolution which the Resolutions Committee will probably propose to this Convention.

Perhaps the most distinctive cultural contribution of United States history has been the idea of universal public education in elementary and secondary schools. By this policy, the nation shows its concern for individual dignity. This policy belies the accusation that the United States is solely materialistic and lacks spiritual motivations. Today, the world seeks to follow our footsteps, in part for economic reasons. Other countries are finding, as we have, that people are their most valuable national resource; and that education determines economic productivity. In the United States, universal education was pushed upward into the secondary school before the economic necessity or the demands of national prestige were compelling. Democracy's need for educated voters was part of the drive; the ideals of equal opportunity and human dignity were also basic.

Is twelve years of universal education enough? The question arises in part because of new events such as a sudden rise in the percentage of jobs which require extensive education. But, in a sense, the question is always on America's agenda. I believe that twelve years are no longer enough to satisfy American ideals or to conform to society's needs for human development. This nation would take better account of its ideals and potentials if it offered universal education opportunity from the age of four and continued it for at least two years beyond the high school.

Much of human development is determined before most of us set foot inside a school. Much, if not most, of what we become is decided in childhood.

The first three or four years of life are too important for schools to ignore. But the best response at this level is not to put the children in school, but rather to provide parents and prospective parents with information that will help them to give their children a healthy, productive start in life at home.

Beginning at age four, however, schools can and should offer a direct service in the education of children. This suggestion is not for compulsory schooling at age four, but rather for its universal availability. This suggestion is not that the home be replaced, but rather that it be supplemented, beginning at age four instead of at age six, as at present. And finally, the suggestion is not radical, though I would make it even if it were. Schooling before the first grade is widely accepted because parents regard it as useful and because the American people know that many children are seriously handicapped without it.

The early education of disadvantaged children has, suddenly and fortunately, become popular. There is no need to repeat the reasons for providing special, early help to children whose cultures attune them poorly to life in a modern society. When such children do not receive help early, the school has difficulty later on in helping them become independent, creative, happy, and employable adults.

Children were attending nursery schools and kindergartens long before Operation Headstart and similar recent developments. However, most nursery schools and many kindergartens have been private and, therefore, far beyond the reach of many parents whose children most needed them.

This situation should be changed. Virtually every four and five-year-old child could benefit from a good school program.

The disadvantaged are not only those deprived by poverty and neglect at home. The pampered are also disadvantaged; so are those whose parents are obsessed with a craving for their children to impress and achieve; so are those, whatever their economic background, whose parents show them little love; so are those who have little chance to play with other children or with children of other backgrounds; so are those with physical handicaps. Early education can help such children.

It should remain the prerogative of parents to decide whether to send their four and five-year-olds to school. If the programs are good, if they are conveniently available at public expense, and if their benefits are well established, most parents will use them.

To increase school enrollment at this level by five million is well within the nation's capacity to pay, especially if all levels of government cooperate in financing early childhood education as an integral part of public education. This investment would bring many returns. The number of children requiring costly, slow, and sometimes fruitless remedial services at the elementary or secondary level should decline. The return to the nation in enhanced capabilities of the population would be immense. The return to children in a more joyful, creative, and productive childhood would be immeasurable.

If the need for remedial work declines, teaching will not become easier. After all, to develop the potentials of human beings is, by definition, a purpose never fully attained. We all know how challenging it is to teach well-prepared, highly-motivated students. As more children go to school at a younger age, and as school programs for them improve, the programs for six-year-olds and for the subsequent years will also improve.

Universal school opportunity for four and five-year-olds suggests a changing school system at all levels. The purpose of providing education before what is now called the first grade is not to make it easier for the schools to follow their present programs. The purpose is to provide children with such a solid basis for intellectual, emotional, social, and physical development that all of the subsequent years will need new programs.

At the other end of the ladder, this country should offer universal opportunity for at least two years of public education beyond the high school. The effort to make two years of junior college or community college available to all high school graduates, at public expense and close to home, is under way in many parts of the country. This trend should be accelerated.

Whatever objectives we assign to education, few individuals reach the take-off point toward achievement of those objectives while they are still adolescents. Moreover, maturity alone will not cause them to reach the take-off point. They need planned help.

The United States would be repaid many times over by an effort to put at least two years of college within the reach of every high school graduate. No financial or geographical obstacle should prevent any high school graduate from pursuing his education for two more years. By "any high school graduate," I mean those just out of high school and those who have been out for some time. The need is to provide appropriate programs for many different groups of people -- for example, youngsters just out of high school, housewives and retired persons with free time, and working people with evenings free.

Education should not be merely a matter of schooling that occurs in, say, the first 20 years of one's life. With each passing day, it becomes more clear that education must be life-long. Nowadays, when learning ceases, the qualifications for employment evaporate. Similarly, the problems which citizens must consider are so complex that, when learning ceases, the qualifications for effective citizenship are impaired. This is one reason why some 30 million Americans are enrolled in substantial adult education programs. Therefore, a major goal of the schools must be to make sure that as many people as possible will want to keep on learning after they are out of school. An important step to this end is productive schooling for at least two years beyond the high school.

Thus, I suggest that the public make it possible for everyone to attend school beginning at age four and ending two years beyond the high school. I suggest that these four additional years be viewed, not as the prelude and the postlude to basic schooling, but as integral parts of basic schooling. Universal public educational opportunity would then be 16 years long.

If all children attended good schools at age 4 and 5, there might be less need for 12 years of elementary and secondary education after that. Perhaps the present objectives could be achieved in ten or eleven years. If so, the needs for continuing education beyond the 'teens would still persist.

But it is at least equally possible that the results of schooling at age four and five might be a higher proportion of students who achieve the present objectives of elementary and secondary education and the percent of failure reduced far below the present unsatisfactory figures. For other students, the best sequel to their Head Start might be enrichment and perfection of skills rather than acceleration. It might turn out to be better to raise the level of educational achievement rather than merely to speed up the process toward present goals. In any case, it seems clear that the time is at hand for a great forward movement in the scope of education.

III. Responsible Professional Negotiation

State Legislation

Although hundreds of written negotiation agreements have been adopted and used in school systems where there are no state laws on the matter, legislation governing staff relationships has been the main forward thrust of the negotiation movement this year. In 1965, California, Connecticut, Florida, Oregon, and Washington all passed professional negotiation statutes.

Massachusetts and Michigan enacted statutes for public employees which also cover teachers. These seven, plus three laws enacted before 1965, in Alaska, New Hampshire, and Wisconsin, plus the 1966 Rhode Island law, bring the total to eleven states and cover more than 30 percent of the nation's instructional staff. Such state legislation has a profound effect upon the structure of professional associations and upon the entire fabric of education. There are many differences among the state laws.

The new laws in Connecticut, Oregon, and Washington call for secret elections to determine the negotiating representative. In these three states, the laws require participation of all professional personnel below the rank of superintendent. The permissive Florida statute also calls for an all-inclusive negotiation unit.

The Connecticut law provides for local determination of the negotiation unit. Prior to the vote for negotiating representative, and election is held to ascertain whether the staff wishes to negotiate through an inclusive organization or through separate units for classroom teachers and for administrative-supervisory personnel.

In Wisconsin, Michigan, and Massachusetts, the state laws refer dispute to the state labor mediation board or its equivalent. In Michigan, administrative-supervisory personnel are barred from elections and from negotiations.

A community of interest and purpose should unite all personnel engaged in educating children. At the very least, educators should be free to choose, as in Connecticut, the type of local organization which they believe will best suit their purposes.

In March, Governor Rockefeller's Committee on Public Employee Relations recommended that, instead of leaving matters of unit determination, election procedures, fact-finding, and impasse resolution to the state labor mediation board, a special Public Employment Relations Board should be created. In the words of the Committee: "...the arrangements developed for private industry cannot be literally transferred to the public sector."

With respect to the negotiation unit, the Committee said: "The effectiveness of the employees' collective influence on the terms of their employment in some areas of public employment may be related more to the community than to the conflict of interests between employees and their supervisors. In other areas, this may not be the case. The application of an arbitrary 'no-supervisory-membership-in-the-organization' criterion fails to differentiate between those two situations."

With respect to impasse resolution, the Committee advised that, "it would be unwise to freeze so early in the development of collective relations in government employment a single pattern of dispute settlement."

As future legislation is developed, let us seek procedures that will, in the words of the NEA Charter, "advance the interests of the profession of teaching" and "promote the cause of popular education." These ends are not attainable by merely copying procedures designed to regulate traditional labor-management controversy.

There is a vast difference between a school and a factory. We must continue to seek solutions which respect the unique functions of the school and promote productive relationships among school personnel. The quality of these relationships has an important bearing upon the quality of instruction.

Association Victories

The record for 1965-66, however, whatever type of legislation is enacted, shows that NEA local and state affiliates continue to enjoy the support of an overwhelming majority of the profession.

Representation elections, or stipulations of exclusive representative without election, have taken place in five states with laws on the matter: Connecticut, Massachusetts, Michigan, Washington, and Wisconsin. Three of these five states have labor-type laws.

Of the 229 elections held in these five states up to June 1 of this year, NEA affiliates were chosen by teachers in 200 districts; this is over 87 percent of the elections. If we add the stipulations to these figures, we find a ratio of thirty to one in favor of the professional associations.

In Connecticut: NEA affiliates won 104 out of 108 elections and stipulations.

In Massachusetts: 22 out of 23.

In Michigan: 444 out of 466.

In Washington: 101 out of 102.

In Wisconsin: 118 out of 123.

In Oregon, teachers vote for individual candidates for places on negotiating committees. Organizations do, however, back their preferred candidates. In Portland, Oregon's largest city, the OEA-NEA candidates were elected against union opposition to every one of the eight spots. No further attempts have been made by the AFT in that state, and of the approximately 100 elections thus far completed in Oregon, the professional associations have been fully endorsed.

The California law provides for "negotiation councils" based on proportional representation. In San Francisco and San Diego, professional association representatives hold all nine council seats. In Los Angeles, the professional associations hold eight of the nine seats. Negotiation councils are being established throughout the state. In 24 of 28 systems, all council seats are held by professional association representatives. In each of the other four districts, the associations have a clear majority.

The benefits of the professional negotiation process are becoming increasingly evident. In district after district, it is producing substantial improvements. Meanwhile, local negotiation leaders are developing greater skill in using these procedures. As just one example, let me cite Rochester, New York.

The Rochester Teachers Association had through election been designated the exclusive representative for all of the district's teachers. It had a good basic agreement with the board of education. While negotiating an agreement for next year, the board of education and the association reached an impasse.

The procedures already written into their agreement provided for resolution of such disputes through an appeal panel. A panel of three highly respected citizens was agreed upon. The subsequent report by the panel was accepted by the board of education, the association and city officials. A successful and very beneficial agreement has resulted because the Rochester Teachers Association and board of education provided for machinery to resolve disagreements of this kind.

When disagreements arise and no mediation of fact-finding procedures is available, the situation can inflame an entire community.

In the days ahead, procedures should be developed to reach solutions to disputes under law and without interrupting the school program.

Where these provisions are not developed and where other means for preventing arbitrary and harmful practices have been exhausted, the professional associations have a further responsibility. For this reason, the Denver Convention of the NEA adopted a resolution regarding the use of professional sanctions.

Sanctions, as used by the National Education Association, do not violate contracts, or encounter court injunctions and restraining orders. They have been directed at legislatures and at other public bodies and not against students. On the record, they constitute a procedure which is more powerful, more respected, and more successful than any other.

Experience of the past year further demonstrates the effectiveness of this procedure. In September 1965, the NEA Executive Committee removed sanctions against Oklahoma, after an all-time record of $28.7 million for elementary and secondary schools had been approved by the legislature and after the citizens of Oklahoma had enacted a referendum to permit local school districts to increase school support. The legislation provided for an average teacher's salary increase of $550, and up to $900 for teachers in the larger school districts. It also approved expansion of the free textbook program, employment of counselors and psychologists, and increased retirement, social security and sick leave benefits. Summing up the Oklahoma story, Shawn Kalstein wrote in Look Magazine, "Sanctions were unquestionably the most telling blow dealt in this war. Without them, nothing unusual would have come out of the legislature."

Overseas Dependents Schools

Let me give one more success story.

On April 14, President Johnson signed a law increasing the salaries of more than 6,400 teachers in the Overseas Dependents Schools operated by the Defense Department. This Bill is the culmination of years of efforts by the National Education Association and the Overseas Education Association, and by many of the NEA state and local affiliates.

The new law directs the Department of Defense, which operates the nation's tenth largest school system for the children of U. S. servicemen and other federal employees overseas, to pay teachers at the average rates of the 181 urban school systems of 100,000 or over in population. The Association is grateful for the support of many members of the Congress and particularly to Congressman Morris Udall and Senators Hartke, Monroney, and Carlson.

The new salary scale provided increases ranging from $430 to $2,210. The average increase per teacher was approximately $800. The new scale is improved in other respects as well. In addition, the law provides for substitute and summer school teachers, counselors, supervisors, dormitory supervisors, teaching-principals, and others.

Some serious educational problems remain in the Overseas Schools. The January report of the House Select Subcommittee on Overseas Education confirmed NEA's previous findings and recommendations. The Association should be grateful to the Committee and particularly to its Chairman, Congressman Dent, for a very thorough and constructive on-the-spot study and report. I would like to share with you part of a letter from Congressman Dent.

> "We were all much impressed with the professional, dedicated teachers we met in the overseas schools. While we were aware of the salary situation, and expected this to be uppermost in their minds, we were impressed with their dedication to the educational welfare of the children which was consistently their most pressing concern. They and their associations are to be congratulated for the job they are doing, despite many obvious handicaps, for the children of American personnel.
>
> "Again, thank you for your continued support of sound education for all American children, whether they are at home, or abroad."

Interruptions of Professional Service

A few local teacher organizations, this year, have withdrawn, or threatened to withdraw, their services in an effort to settle employment disputes. Adequate state legislation to assure representation, negotiation in good faith, impasse settlement, and the investigation of unfair practices will sharply decrease or eliminate the need for these tactics. The NEA will continue to aid its affiliates to obtain such legislation.

In the meantime, the NEA has an obligation to continue to develop strategies of action that are consistent with the code of ethics and the realities of the public school environment.

The militancy of teachers these days has been produced by many factors. They are determined to have a voice about the conditions under which they work. They expect a more equitable share in this affluent society which their services have significantly helped to create. The teachers themselves have reached this decision all across America. It will not be reversed.

At the same time, I do not believe that American teachers have become less devoted or less idealistic, even though a few of them may sometimes be goaded by indifferent or hostile public officials to act in ways that create an unfavorable image in the public mind.

I believe that teachers will and should maintain the ethics of their profession. They will honor their commitments and obey the law. They will put the welfare of the student first. They will keep confidential that which should not be told. They will be active and informed citizens. They will bring no disrepute upon their calling and they will offer their level best to every student in every class they face. They will not only be militant about their rights, but also concerned about their responsibilities. They will insist on freedom to teach, on a fair start in life for every child, on the control of their own classrooms, on the availability of school supplies and equipment, on suitable cooperation by the parents of their students, and on retaining their professional independence.

If the newly achieved power of the organized profession of education is not to corrupt, it must be exercised with responsibility within the framework of a code of ethics and with due regard to the public interest.

Strikes and threats of strikes should not be a requirement for successful agreement between responsible boards of education and responsible education associations. At least two parties are needed to reach an agreement, just as it takes two to make a quarrel. There is an urgent need to explore the complex ethical, political, economic, and legal problems relating to concerted work stoppage or curtailment of non-contract services. Under what conditions, if any, could a strike be considered necessary? Under what conditions is a strike specifically unprofessional and unethical? Should professional discipline be applied in the event of an improper work stoppage? What should be done about the observance of sanctions by members and non-members? In the state legislation about professional negotiations, what provisions should be made regarding strikes or similar actions?

I have accordingly recommended to your Board of Directors that a broadly-representative study panel of members of the NEA and other citizens prepare a comprehensive position paper on the subject of impasse resolution for the guidance of the NEA, its officers, its staff, its affiliates, and its members. This study committee should, in my opinion, take testimony from around the country and from any interested parties. It should seek the assistance of experts and scholars in sociology, economics, government, employee relations, and public administration. In view of the urgency of this matter, a report should be submitted within six months and certainly no later than the 1967 meeting of the Representative Assembly.

(Ad lib comments in conclusion on the staff work at all levels and the retirement of Dr. Stinnett, Dr. Booker, and Dr. Davis.)

NATIONAL EDUCATION ASSOCIATION
104th Annual Convention June 26 - July 1, 1966 Miami Beach, Florida

SPEAKER: Richard D. Batchelder, President, National Education Association

TOPIC: "Free To Teach"

TIME: 8 P. M. Tuesday, June 28, 1966

PLACE: Exhibition Hall

PROGRAM PAGE: 14

There is great temptation in reporting to this convention to relate some of the personally exciting, rewarding and sometimes harrowing experiences of the past twelve months. These have been great days for American education and also for the National Education Association. I will try to resist this temptation, and not take unfair advantage of so many friends in a rather captive audience.

After receiving the gavel in New York, I announced the theme for the year -- FREE TO TEACH. In an article for the NEA JOURNAL in September I spoke of the frustrations affecting today's teachers. The opportunity that I have had this year to meet with teachers, school board members, politicians, laymen, parents and students -- this opportunity has increased my awareness of the problems before us if we are to reach our desired goal of freedom to teach and freedom to learn for every teacher and every child.

The significant increase in the competency of the professional teacher in the last two decades has led to many of the frustrations the teacher bears today. Knowing how to do better than one is allowed to do leads to an uneasiness that results in a militancy that disturbs many. I suggest that this uneasiness and militancy can be constructive forces. Albert Schweitzer said: "We must never become callous. When we experience the conflicts even more deeply, we are living in truth. The quiet conscience is the invention of the devil." One cannot travel in America, or talk to our teachers, or listen to many of our students without feeling a sense of urgency about finding solutions to our problems. The quiet conscience is not possible.

Much of the program of this convention is dedicated to exploring future roads to travel. There are three that I would like to discuss with you tonight -- three paths that I believe we can take which will help to assure that we can be free to teach.

These are:

1. Ability of our Association to serve the needs of our members.

2. The independence and autonomy of the teaching profession.

3. The need for unity in the profession.

It may not be possible to discuss these three -- service, autonomy and unity -- with the perspective that a historical analysis of the past would allow,

but we must make decisions now. We must decide what route or routes to take now. The journey may be long and arduous, but waiting will not make it easier. In fact, I believe we have waited too long to begin.

The first is SERVICE. One of the prime reasons for our existence as an organization is to serve the needs of our members. If we fail to do this, if we fail to anticipate needs and be prepared to serve when needs must be met, then we shall have abdicated our role of leadership and will not deserve or enjoy future growth. Many of the services provided to our members also enhance the general welfare of American education. This is certainly obvious in our efforts to secure responsible legislation at the national level to meet the needs of teachers and schools. Our budget reflects this general welfare concern. A fair estimate would be that we spend about 80 cents out of every dollar for the improvement of education and the remainder on teacher welfare. This is as it should be. Our first concern, as a profession, is to serve the professional competence of our members and the educational level of our schools. The country not only benefits from its good schools, but it is now abundantly clear it would perish without them.

In addition to the general welfare, the Association serves the individual member and his special interests. Programs have been launched in the last few years that have greatly contributed to the well-being of the member. For years we have aided the economic condition of teachers by publicizing the need for higher salaries, backing this up with the research data, translating concepts into well-developed salary schedules and helping local affiliates develop and negotiate them. As a result we have seen the conomic condition of teachers improve. Once more though we know that those who have supported our associations have carried the burden of these efforts even though the benefits have gone to all teachers.

Within the last five years we have become aware that more must be done -- that there were areas of service that our Association could provide, services that we could provide for each other that we could not provide for ourselves individually. We began to see the opportunity to serve teachers using our large purchasing power. This has been possible through group action with the entire cost of the programs coming from the participating teacher and not through membership dues. We profited greatly from the experiences that many of our local and state affiliates had had in similar ventures.

It is significant to note that as the National Education Association launched its first special service program, a rationale of unified service was established by the Representative Assembly. This rationale continues.

Upon the recommendation of the NEA Executive Committee and Board of Directors, the 1958 Representative Assembly voted to offer members of the Association, who were also members of a state affiliate, a group life insurance program. This service has now grown to be the largest group life insurance program in the world. This is available to any member on an individual basis. We have taken advantage of our large national potential and do not require a percentage of staff participation in order to offer the program to the individual teacher.

Other programs have been added:

The NEA Mutual Fund which provides teachers with the opportunity to invest in the economy of our affluent society through a professionally managed fund

owned exclusively by our state and national associations.

The NEA Annuity Program allows teachers the opportunity to take advantage of laws governing investments in annuities on a tax-sheltered basis.

The NEA Group Accident Program, launched less than three months ago, has helped to fill the GAP in our members' insurance coverage. Given the mobility of today's teachers, this coverage will prove to be very desirable.

In February of this year the Executive Committee and the Board of Directors established a Special Services Division to be responsible for these and other programs still in the planning stage. The Special Services Committee of the NEA Board of Directors will continue to explore and establish programs as they prove to be feasible. We will continue to work with local and state affiliates to find ways of improving the quality of special services. These programs will be self-supporting. They do not and indeed should not depend on the income from membership dues. Our chief problem continues to be one of communication. We must do everything we can to be sure that no teacher suffers from lack of information regarding these services.

A second concern that I would like to share with you is the issue of independence and autonomy. Like many problems, this one is a result of progress made in other areas. Our increased competence leads us to seek greater control over those factors which affect our competence. Certainly anyone who knows even a smattering of the history of the teaching profession, anyone who has given it more than a cursory glance will see that the movement towards independence and autonomy is a movement towards a mature profession.

Before there was an organized teaching profession in the United States, there was public education. We have been nurtured with the belief that man was liberated by knowledge. He is saved, both from the devil and ignorance, by education. In a free society where knowledge becomes the key to opportunity, where truth becomes authority, the integrity of the teacher becomes paramount. Teachers who are not free themselves cannot teach for freedom. Teachers who would use their relationship with students to foster a particular dogma, those who would by their position of authority prevent the learner to pursue truth, do not deserve to teach. The very survival of a free and open society is directly dependent on the freedom of its teachers. Integrity is not a luxury for the teacher; it is an absolute necessity.

What are the threats to this independence, this integrity? There is no doubt that one of the main threats comes from those who do not believe that teaching is or ought to be a profession -- those who believe that teachers cannot be strong enough themselves to enforce the necessary discipline of a profession and must, therefore, submerge their independence in order to gain support from others. Those who have such little faith in themselves and such a restricted view of the horizon must be helped by the profession. By example, professional associations at all levels must demonstrate responsible action to meet the needs of education. This cannot mean a silent acquiesence to conditions which are not in the best interests of the teacher or of the learner. This cannot mean, as I'm afraid it has sometimes in the past, a kind of tired fatalism when the teacher is told to wait for a better tomorrow for changes that are all ready overdue.

There are many opportunities today for responsible militancy. As we strive to preserve the independence of the profession, we should try to communicate to our friends in the labor movement that neither the labor movement, nor the cause of American education will be served well by the unionization of teachers.

Independence can be lost in another way. There is growing interest in the "big business" side of American education. This is caused by the simple fact that education in America has become big business. There will be more tax money spent on education in America this coming year than on any other public enterprise save that for military preparedness. The mere size of our endeavor places schools center stage.

The various business mergers and the formation of new "educational" ventures is testimony enough of the awareness of the importance of education. It would be naive to think that this would not happen in a free society, and there is much good to come from this interest. There are also some dangers. We should be certain that the profession's voice is a strong, clear, articulate one. It must be heard in the chorus of voices of engineers, architects, textbook publishers, educational foundations, politicians, parents, taxpayers and all others with an interest in America's schools.

However, the interests of our free society through service to the individual must come first. To protect these interests is the great privilege of the teacher. To champion the child is a great obligation. There are others who share. All who would maintain a free society will resist attemps to establish a national curriculum and to set so-called national standards. Our efforts must be directed to flexible, creative curricula offerings with constantly changing standards and expectations according to the aspirations and the potentiality of each child rather than gear our efforts to suit or satisfy any new Etruscan bed, no matter how brilliantly packaged or peddled.

My third concern is the need for unity in the profession.

The voice and power of the profession tends to be weakened by the refusal of certain segments to listen to each other. Each is so busy talking that no one is listening. I believe that we must very carefully scrutinize our structure, the way we are organized, in order to make the necessary changes which would give us the <u>united voice</u> and the <u>united power</u> when this is necessary. Of course this does not mean that we would in any important way prevent the development of those special interests within the profession that are so essential to our serving the many needs of our students. I am suggesting though that many times our pet provincial prejudices prevent us from making the progress necessary to serve the interests of the child or of the teacher.

It is possible to make a simple dichotomy out of the teaching profession by dividing us into two groups -- those who teach in the classroom and those who do not. It is then possible to put these two groups into competition, to have one vie with the other for authority and power.

You and I know that this is too simple to be true. Today, many different kinds of specialists serve education and the child. Our profession includes all of these who work in the schools, both private and public. It includes those who serve in colleges and universities, in state and national agencies, and on the staffs of our many professional associations.

Our profession refuses to be neatly divided into administrators and teachers -- those who boss and those who are bossed. The most ardent advocate of this dichotomy - the American Federation of Teachers - is constantly embarrassed by teachers who become supervisors, department heads, and principals.

We must think of one great profession united in its major goals, in its major program, and in its service. Within the nearly three million educators, who can be included in the categories I have named, there will be many goals, many programs, and many opinions. Out of the interaction of all of these should develop the consensus of our profession.

Within a school system there will always be classroom teachers and administrators. If neither group is to dominate the other, then each group must be free to develop its own skills, test its own ideas, and to speak with its own voice. We must recognize today that both teachers and administrators have special skills needed for the education of children and the operation of our profession.

To be free to teach, we must be free to think and to express ideas, free from undue pressures of authority, and free to act as groups without monolithic organization. In this way the unity we desire will arise from the interplay of free men.

We must recognize also the many differences that exist among our states and local communities. America has many patterns of cultures. Yet as we recognize these differences and our allegiances to communities, to states, or to regions, we also recognize our common nationality as Americans. We recognize that we act within local, state and national governments. We recognize also that each one of these governments affects us as individuals and as a profession. Not one of our colleagues fails to support through his taxes and his activities the three levels of his citizenship. Yet, how often we teachers persist in restricting our allegiances to specific associations. We say we must be free to choose, forgetting that we exercise our freedom of choice when we choose to teach. Once we have made that choice, we are obligated to unify the citizenship of our profession at local, state, and national levels.

In the light of those states and local associations that have already shown us the way toward unification, we can no longer tolerate stale excuses for disunity. We must insist on an organic structure of our profession that, once having chosen to teach, our colleagues would be fully participating citizens. We must work for the unification of our local, state, and national associations now. We owe our thanks to those states -- Hawaii, Oregon, Washington, Montana, Idaho, Nevada, Arizona and West Virginia -- that have shown us the way. We owe our pledge to them that we will follow.

If we say that every practitioner should join a unified local, state and national association, then we must also say that no one shall be barred from joining by reason of race or origin. We meet here on an historic evening, when the unification of the American Teachers Association with the National Education Association proclaims that we are one profession, that the interests of Negro and white teachers are common interests.

Last year, however, this assembly mandated action and planning, so that in every community and every state there shall be one association open to all members of our profession. You mandated your Executive Committee to see that this is done.

Batchelder

You have heard Dr. Carr report of the progress we have made this past year in bringing these affiliates together. As President of the National Education Association, I want to add my commendation to his for those affiliates which have faced this issue with courage and have attained success. Much remains to be done. I call upon all our affiliates in the South to follow these examples. I urge them to form one association in which the interests of all members can be furthered and the talents of all members used. The NEA Executive Committee will execute the mandate of the past two NEA Representative Assemblies. The July 1st deadline is Friday of this week.

The Executive Committee will meet on Saturday, July 2nd to take the necessary steps so that no affiliate of the Association has any racial barrier to membership, and that programs proceed to effect the merger of our local and state affiliates. The day of dualism is over; the day of unity is here.

We meet here tonight with our National Education Association only 10,000 members short of enrolling a million. Indeed, if we include our student members, we are well over that million mark. But significant as this is to our strength, we cannot be complacent about it. This still represents too small a fraction of the total profession. In some levels of our profession, growth is occurring at a rate much faster than the increase in our enrollment. We must have every effort made in the years ahead to step up the rate; we must find and use every service that makes this possible.

One way to strengthen and unify our profession would be to avoid the conflicts that we have within the profession. Those teachers who have decided to join a federation under the AFL-CIO must now recognize that this decision has not solved teacher problems or satisfied education's needs.

We have responded to these needs, not with a mere whisper of a stop-gap superficial local program of "pamphleteering," but with an effective program of state and national action -- a program which has focused on the urbanized problems of education -- a program which has guaranteed by state statute for tens of thousands of American teachers the right to negotiate collectively with school boards -- a program which has unified the organization of white and Negro teachers concomittant with their professional interests -- a program which has negotiated through the nation's strongest "school board," the Congress of the United States, a five billion dollar package of benefits for children and teachers in the needy school districts of this country -- a program of collective action which has pricked the educational conscience of some reluctant Americans from the little Island of Nantucket to the great plains of Oklahoma --- and most important, a program of action for teachers which was organized by teachers, operated by teachers and paid for by teachers. We owe no debts.

Indeed, my colleagues in the American Federation of Teachers, your notion that teachers can only be strong if they merge with one segment of American society has been answered far more militantly, far more effectively and far more responsibly by your fellow teachers in the National Education Association and its local and state affiliates.

I, therefore, invite our colleagues in the AFT to sever ties with labor and to unite with the National Education Association so that we can present one common front for the improvement of the teaching profession and can assure that all teachers can serve the needs of all children.

Batchelder

Today, my expectations for the teaching profession are even higher than they were a year ago. A former teacher, a life member of the National Education Association, who first joined the Association some thirty years ago, is now President of the United States. America needs and is looking for educated men, yes indeed, members of the teaching profession, who will lead this country through the great crises of our time. We must study the issues of our society, be able to help others to understand them, and be willing as a profession and as an organization to take positions on great issues, not because positions are expedient, but because they are right. Our efforts for education, for the great concept of paideia, must work for the creation of a higher type of man. Paideia must embody the purpose of all human effort. It is the ultimate justification for the existence of both the individual and society.

Having reached our consensus, having taken our positions, we must lead to the political and social action that leads to reality -- that leads truth to practice. Only as we do this shall we have exercised our responsibilities to our students and society. Only then shall we be really free.

FACT SHEET: The National Education Association

August 1, 1966

PURPOSE: The National Education Association, in existence for 109 years, is the largest professional organization in the world, and the only all-inclusive national professional organization of teachers in the U. S. Its purposes are "to elevate the character and to advance the interests of the profession of teaching and to promote the cause of education in the United States."

It is a voluntary, independent, nongovernmental organization whose policies are determined by its members. It works--frequently in cooperation with other groups--for better schools, and for the improvement of the professional, economic, social, and civic status of teachers.

MEMBERSHIP: As of May 31, 1966, NEA had a total of 986,113 members (all-time high), a gain of 42,532 over last year. More than three-fourths of these are classroom teachers. Not included in the overall figure are 124,255 Student NEA members in 988 colleges and university Student NEA chapters.

LEADERS: President of NEA is Mrs. Irvamae Applegate, dean of the school of education, St. Cloud (Minn.) State College. Executive Secretary of NEA is Dr. William G. Carr of Washington, D. C., in office since 1952.

POLICY-MAKING: The Representative Assembly, composed of more than 7,000 delegates elected by affiliated state and local associations, is the policy-making body of the NEA.

Between meetings of the Representative Assembly, the work of the Association is carried on under the direction of the Board of Directors and the Executive Committee. The Board is composed of 81 directors selected by the state and territorial associations. The Executive Committee has 11 members including the five chief officers of NEA. The 6-man Board of Trustees, elected by the Board of Directors, manages the Association's property and permanent funds and selects the Executive Secretary.

AFFILIATES: NEA has 17 Headquarters Divisions, and 25 Commissions and Committees, each qualified to do a special task for the profession. In addition, NEA sponsors "special projects" which deal with national problems which seriously affect learning in all disciplines. Special projects currently under way include Automation and English Composition.

Through its various units, NEA also undertakes from time to time, special studies or tasks to meet current educational emergencies. An example of this would be the 1965 study undertaken with Office of Education funds of teachers who lose teaching posts when schools desegregate, and the follow-up regional conferences on Faculty Desegregation this year.

(more)

AFFILIATES: (cont.) There are 33 Departments of the National Education Association, representing special fields (science, music, art, mathematics, etc.) or various educational job levels (school superintendents, principals, supervisors). Largest department is the Department of Classroom Teachers. President of DCT is Charles F. Deubel of Freeport, N.Y.

Affiliated with the NEA are state associations in every state, as well as the District of Columbia and Puerto Rico, and 8,511 local teacher associations.

CONVENTIONS: The NEA holds one annual national convention each year. Convention locales scheduled for the future include: 1967-Minneapolis, Minn.; 1968-Dallas, Tex.; and 1969-Philadelphia, Pa.

NATIONAL EDUCATION ASSOCIATION
OF THE UNITED STATES OF AMERICA

Platform and Resolutions

MIAMI BEACH, FLORIDA

JULY 1966

Preprinted from the NEA Handbook, 1966-67

The Platform and Resolutions of the National Education Association, appearing on the following pages, are adopted annually by the Representative Assembly. They represent the culmination of the policy-making process of the Association.

The Platform states the principles, policies, and goals which guide the Association.

The Resolutions supplement the Platform in two ways: by directing the officers and staff of the Association to undertake specified action and by stating the position of the Association in matters—educational in nature and national in scope—which are of current importance to the profession of education.

The Platform and Resolutions together govern the officers and staff of the Association and guide the members in their professional activities.

The Platform of the National Education Association Of the United States

PRINCIPLES

The National Education Association exists to advance the cause of education.

Education is the daily practice of great ideals: that every person bears within himself a promise which can and must be realized; that all persons are entitled to respect and dignity; that freedom of thought, of expression, of movement, and of religious belief belong to all persons; that liberties entail obligations. Education is fundamental to the realization of these ideals.

Education is essential also to the strength and well-being of the society. The public school is the indispensable source of national unity, common purpose, and equality of opportunity. Educated citizens are the resource through which the society has the power to survive and flourish.

The commitment of education to the student and to the nation's future implies a commitment of the educator to the teaching profession. The teaching profession is responsible for identifying the knowledge necessary to teaching and for the competence of those who teach. The educator therefore seeks to improve the quality and elevate the character of his profession. He seeks to earn and hold that public confidence which makes professional service possible. Aware that these ends can be achieved only by united effort, he contributes actively to the programs of his professional associations.

The purpose of the National Education Association is to give effect to these beliefs.

POLICIES AND GOALS

In order to give effect to these principles, the National Education Association seeks the following policies and goals:

1. Educational Opportunity for All

a. In each state a system of free public education to promote lifelong learning.

b. Legal provision to safeguard the education of all students, including laws in every state which require school attendance to age 18 or through the secondary school, with provision for work permits at 16 where individually desirable.

c. A school year of at least 180 full school days for every elementary and secondary school pupil who can profit from full-time classroom instruction.

d. Provision for the educational needs of children before the age of entrance to the first grade.

e. Educational opportunity beyond the high school for all who have both the desire and the ability to benefit from it.

f. Recognition of the special educational needs of disadvantaged Americans, in order that the problems of inequality of opportunity be attacked at their roots.

g. Provision for adults to participate in organized instructional programs.

h. Adequate library resources as an integral part of every community and of every school and college.

i. The right of groups, including religious denominations, to maintain and finance their own schools so long as such schools meet the educational, health, and safety standards defined by the states in which they are located and so long as the American tradition of separation of church and state is vigorously and zealously safeguarded.

2. A Competent Educator in Every Professional Position

a. In every classroom a teacher with a broad general education, depth of preparation in special areas, mastery of the knowledge and skills necessary to be a competent teacher, and zeal for continued learning.

b. A professionally prepared and competent administrative staff in every school system.

c. A minimum of four years of college preparation, including supervised teaching, for initial certification of beginning teachers; and a minimum of five years of college and three years of successful teaching experience for full professional certification.

d. Salaries that attract competent persons by providing credit for successful experience; by reflecting the professional skill and training required of educators; and by being commensurate with their importance to American society.

e. Encouragement—through professional and sabbatical leaves, scholarships, salary policies, and income tax deductions for educational expenses—for teachers to maintain and improve professional competence.

f. Local, state, and national programs for the selective recruitment of teachers, with an extension of systematic efforts in secondary schools and colleges to counsel young people interested in teaching.

3. Time To Teach

a. A minimum of 50 professional staff members per 1,000 pupils in a school system.

b. Reasonable, carefully defined workloads, including time for planning and a limit to the noninstructional tasks required of teachers.

c. Class size permitting appropriate individual attention for every pupil; no basic learnings class in elementary school to exceed 25 pupils per teacher.

4. Curriculums Adapted to Individual and Social Needs

a. Educational programs adapted to a changing modern society and designed to enable every person to achieve the

maximum intellectual and social development of which he is capable.

b. Curriculums designed to improve both mental and physical health, including attention to the research regarding effects of narcotics, alcohol, and tobacco.

c. School athletics and health activities conducted solely by certificated school authorities.

d. Dynamic programs of safety as an integral part of American education.

e. Educational programs that develop understanding among nations and among groups of people, including international exchange of educational leaders, teachers, and students; opportunities to learn about other peoples, and teaching about the United Nations, its specialized agencies, and similar international organizations.

f. Instructional programs which teach knowledge and understanding of—but do not advocate — Communism and other forms of totalitarianism.

5. Adequate Facilities, Equipment, and Materials

a. Safe, healthful, attractive schools, classrooms, and work and play areas.

b. An individual desk or work space for every pupil.

c. Instructional materials and equipment in sufficient variety to serve all learners, including books and other library resources, audiovisual materials and equipment, teaching machines, television facilities, and similar applications of modern technology to systems of communication.

6. Adequate Financial Support

a. An adequately financed program of public education in every school district.

b. Revision of constitutional and statutory provisions that unreasonably limit the authority to levy taxes for school purposes.

c. An equitable assessment of property, an appropriate level of tax rates, and provision through equalization to enable every school district to receive its fair share of school support.

d. An adequately financed program of higher education in every state.

e. Substantial federal support for education, leaving the control of education in the states.

f. Assistance to education through preferential postal rates for educational materials and reservation of broadcasting channels for educational use.

g. Participation of public education in programs of civil defense, vocational rehabilitation, and school-lunch assistance.

7. Effective Services to Schools

a. Vigorous professional leadership to improve administration, curriculum, and guidance, to promote research, and to apply research findings to education in all areas of administration and at all levels of instruction.

b. Units of school administration—reorganized if necessary—of sufficient size, resources, and enrollment to facilitate efficient and adequate programs of education.

c. Intermediate units, where appropriate, designed to serve a number of school districts on a regional basis to provide the services needed for a comprehensive program.

d. In every state a qualified and adequately staffed department of education with a broad program of leadership and service to local school systems.

e. An adequately staffed, professionally independent U.S. Office of Education with the financial support necessary for a broad program of services to school systems and educational institutions.

8. Professional Autonomy and Freedom

a. Assumption of personal responsibility for professional growth by educators, assisted by professional associations, school systems, state departments of education, colleges, and universities.

b. Acceptance by educators of their responsibility for the standards of the profession.

c. Development, in the public interest and with public consent, of the autonomy of the organized teaching profession in determining standards of professional competence and conduct.

d. Achievement of freedom, within broad public policy, to determine and carry out the educational program.

9. Public Guidance and Understanding

a. An interested, informed, and nonpartisan board of education in every school district.

b. Systematic effort by the profession, using all appropriate media of communication, to promote public understanding of education and to encourage wider public and parental participation in solving educational problems.

c. The development of methods and materials by professional associations and school systems to help maintain good relationships with the public.

d. A climate of intellectual freedom which encourages the free flow of ideas and the ablest instruction.

e. Recognition of the need and protection of the educator's right to deal objectively with controversial issues.

f. Recognition of the profession's proper role in the development of educational practices and policies.

10. Active Participation in Public Affairs

a. Informed participation by educators in the consideration of all legislation that would affect the quality or quantity of education either directly or indirectly.

b. Recognition of educators' political rights and responsibilities, including the right to seek public office.

c. Recognition of the right of all educators to join organizations of their own choosing, except those which advocate changing the form of government of the United States by unconstitutional means.

11. Employment Policies and Standards that Ensure Competence

a. The development of appropriate procedures and channels through which professional associations may work effectively with school boards and administrators on questions of salaries, working conditions, and school policies.

b. The development of sound written personnel policies specifying procedures for employment, promotion, and dismissal, for placement and advancement on the salary schedule, for assignment and transfer of teachers, and for other aspects of personnel practice.

c. Planning of teachers' work sched-

ules whereby the staff will have time for meals, consultation, and other purposes additional to classroom duties.

d. Selection, promotion, and payment of educators on a professional basis with no discrimination because of race, residence, economic or marital status, sex, religion, grades taught, or political beliefs, except that no Communist should be permitted to teach.

e. Tenure laws to protect employment, with recognition of corresponding responsibility for continuing personal and professional growth.

f. Reciprocity in teacher certification through coordination of accreditation and certification procedures, based upon standards developed by the profession and administered through the appropriate legal agencies.

g. Protection for educators against common emergencies through such means as sick leave, medical insurance, life insurance, and credit union services.

h. Retirement systems that meet recognized standards and that provide for educators to move from one state to another without undue penalty.

i. Equal tax treatment of the income of retired educators and other persons retired under similar circumstances.

12. Strong Professional Associations

a. A vigorous local education association accessible to educators in every school and affiliated with the state education association and the National Education Association.

b. A strong education association in every state and territory, affiliated with the National Education Association.

c. A National Education Association that enrolls all qualified educators.

d. NEA membership goals in every state, established annually by representatives from state and national associations.

e. Unified professional dues in each state—a single fee to be collected by the local education association to cover local, state, and national dues.

f. An increasing NEA membership in all college and university faculties.

g. Maintenance of an adequately staffed, well-equipped NEA center in the nation's capital.

h. Improved cooperation among educators in elementary, secondary, higher, and adult education as they work in behalf of the united profession.

i. Professional qualifications and standards as prerequisites for new NEA membership.

j. Exclusion of Communists from membership in the NEA.

k. Observance and enforcement of the code of ethics of the education profession.

l. Cooperation with professional education organizations of other nations and support of the World Confederation of Organizations of the Teaching Profession.

m. Participation by increasing numbers of the profession in those NEA department units that contribute to improved service in their educational field.

n. Programs for developing association leaders to improve their efficiency and enable them to be fully aware of the resources available from all units of their professional associations.

Resolutions Adopted at Miami Beach, 1966

66-1. Public Education in America

American public education is founded on the conviction that the public school is indispensable to national unity, common purpose, and equality of opportunity. The National Education Association calls for renewed affirmation of this conviction and for recognition of the central role of the public school in preserving and perfecting our free society.

The system of public education represents a development from colonial beginnings in response to the desires and needs of the American people expressed in communities throughout the land. It is entirely proper that schools adapt to educationally sound community thinking and constructive criticisms. It is essential, however, that such adaptations maintain this fundamental role of the public school in American democracy.

There is increasing recognition of the pressing need for adequate support of public education. The National Education Association salutes this increasing recognition and urges that the educational team—teachers, administrators, and school boards—in the classroom and in their relations with the public, emphasize the role of the schools in the history and destiny of the nation. The Association also calls on its officers and staff to prepare better publicity materials to clarify understanding of these needs and on its members to take immediate and forceful action to publicize the needs of our schools.

Solutions to the problems which face public education must maintain and strengthen the priceless heritage of free public educational opportunity for every American. Any movement which would diminish this vital asset would deprive future generations of their birthright and the nation of their services. Therefore, any such movement will be vigorously opposed by the National Education Association. Free public schools are the cornerstone of our social, economic, and political structure and are of utmost significance in development of our moral and spiritual values. The survival of democracy requires that every state maintain a system of free public education and safeguard the education of all. The public school system is not expendable.

66-2. The Teacher as a Citizen

The National Education Association believes that every teacher has the right and obligation to be an informed and active citizen. It therefore recommends that every educational system in written personnel policies guarantee to all its teachers full equality with other citizens in the exercise of their political rights and responsibilities, including such activities as performing jury duty, voting, discussing political issues, campaigning for candidates, and running for and serving in public office. Provisions should be made to enable teachers to serve in public office without personal loss and without curtailment of annual increments or tenure, retirement, or seniority rights.

A prerequisite to high quality in education is acceptance by the community and by governing bodies of their responsibility in recognizing the political and professional status and rights of teachers. The Association stands ready to support any teacher whose status or

rights have been unfairly menaced or restricted. Such support the Association regards as a major obligation of professional organizations.

Many of the objectives which the organized profession has set for the improvement of education can be achieved only with the active support of its members in influencing public decisions. Therefore, the willingness of the teacher to assert himself fully as a citizen, including active political participation, is vital to the pursuit of high quality in education.

66-3. Expansion of Educational Opportunity

The National Education Association affirms the principle that the home and family are the basic unit in our free society and that parents have prime responsibility for the character development of their children.

It also believes that the general system of universal public education should be expanded. To these ends the Association recommends that opportunity for compensatory education begin at the age of four for those children who, through economic or social deprivation, may be seriously impeded in their progress through public schools and consequently in their participation in a democratic society.

The Association further recommends that educational opportunity extend for at least two years beyond the high school for all high school graduates. These opportunities should be supported by local, state, commonwealth, and national appropriations and should be provided free of tuition charges. Further, the Association encourages and supports a strong education program for adults of all ages.

66-4. Federal Support of Public Education

The National Education Association seeks legislation to provide federal support of public education in line with the following principles:

a. That there be substantial federal support of the whole of public education at all levels and of all types.

b. That, in addition to comprehensive federal support, federal programs of specific aids be continued, and that they be improved by consolidation and expansion and by simplifying administration and reporting.

c. That federal funds for general support be allocated without federal control to state education agencies to supplement and to be used as state public education funds.

d. That distribution of the federal funds within states permit the same administrative discretion as for state public education funds.

e. That expenditure of the federal funds be only for the purposes for which the states and localities, under their constitutions and statutes, may expend their own public education funds.

f. That the legislation be consistent with the constitutional provision respecting an establishment of religion and with the tradition of separation of church and state.

g. That the legislation contain provision for judicial review as to its constitutionality.

The National Education Association urges its officers, directors, affiliates, and Legislative Commission to develop, seek, and continuously review legislative programs to realize these principles.

66-5. Professional Salaries

The National Education Association commends those state and local legislative bodies and boards of education that have recognized the importance of higher teacher salaries as a means of promoting improved competence and performance in teaching. Still greater efforts are needed to increase teachers' salaries to levels which will retain competent teachers in the schools and attract persons of outstanding ability to the profession.

The Association believes that teachers' salaries should compare favorably with income in other professions and occupations requiring comparable preparation. Starting salaries for qualified degree teachers should be at least $8,000, and salaries for experienced teachers with a master's degree should range at least to $16,000 followed by continuing scheduled increases for career teachers of advanced qualification.

A professional salary schedule should—

a. Be based upon preparation, teaching experience, and professional growth.

b. Provide a beginning salary adequate to attract capable young people into the profession.

c. Provide increments sufficient to double the bachelor's degree minimum within ten years for professionally qualified teachers with the master's degree, with further salary increases for additional preparation and experience.

d. Include specific salary scales for the bachelor's, master's, and doctor's degrees, with intermediate scales for the fifth, sixth, and seventh years of preparation.

e. Be developed cooperatively by members of boards of education, administrators, and teachers.

f. Permit no discrimination as to grade or subject taught, residence, creed, race, sex, marital status, or number of dependents.

g. Relate salary scales for supervisory and administrative positions to the teacher-salary schedule by ratios which recognize differences in responsibilities and other appropriate factors.

h. Be revised by methods which prevent deterioration in the ratios of maximum salaries, experience increments, and preparational differentials to beginning salaries.

i. Be applied in actual practice in an equitable manner so that teachers are not penalized in changing assignments.

66-6. Tax Deductions for Professional Expenses

The National Education Association believes that the nature of teaching requires all teachers to seek continuous growth and professional development. It further believes that diverse and conflicting interpretations by the Internal Revenue Service in regard to summer-school and other professional expenses create gross inequities. The National Education Association therefore urges enactment of federal legislation and/or a ruling by the Commissioner of Internal Revenue to establish such expenses as legitimate business expenses that are uniformly deductible by members of the teaching profession in the computation of federal income taxes.

66-7. Teacher Retirement and Social Security

The National Education Association believes that properly planned and ade-

quately financed state and local retirement systems are essential to meet the requirements of the teaching profession.

If these systems are supplemented by benefits of participation in the federal Social Security program, such participation should be wholly in addition to, and not in place of, retirement benefits previously guaranteed by law; must be without impairment of the financial soundness of the existing retirement system; and must be approved in advance by a majority of the active members of the existing state or local retirement system.

The National Education Association urges that all state teachers retirement laws provide for full vesting of retirement rights after not more than five years of creditable service, thereby making possible more liberal provisions for deferred annuities for teachers who move from one state or locality to another.

The Association commends those legislatures that have recognized the reduced purchasing power of pensions of retired teachers due to the increased cost of living and have therefore stipulated proportionate increases in existing pensions. The Association recommends such legislation and urges that all states protect retirees, present and future, in this manner.

The Association urges continuous improvement of local, state, and national retirement programs.

The Association urges all local and state units, as well as school officials, to inform all members of the necessity for preretirement planning and to emphasize the need for developing programs for preretirement planning and counseling. The Association should prepare and distribute to local and state associations guidelines for preretirement programs.

The Association supports the principle of eligibility of teachers for Part A of Medicare, consistent with the provisions of legislation like S. 3287.

66-8. Urban Problems

The special problems of American urban areas present a severe challenge to all public agencies, especially the public schools. In view of the expanding urbanization of American life, the fate of urban areas is increasingly the concern of all Americans. Urban problems, therefore, call for urgent attention from the associations of the teaching profession.

The National Education Association directs its officers and staff to continue to expand a dynamic program of activities and services to educators and school systems in urban areas.

The Association solicits the cooperation of all professional education associations in the vigorous support and further implementation of the special program of urban services.

66-9. International Relations

The National Education Association strongly endorses the President's International Education Message to the Congress in which he proposed to strengthen America's capacity for international education cooperation; to stimulate exchange with students and teachers of other lands; to assist the progress of education in developing nations; to build new bridges of international understanding.

The Association urges that, in the implementation of the Message, adequate

provision be made for appropriate participation by school administrators, school teachers, and the faculties of those institutions which prepare them.

The Association further urges that state and local school boards make possible increased participation by teachers in overseas programs through elimination of existing restrictions.

66-10. Overseas Dependents Schools

The National Education Association is concerned with the quality of schools wherever these schools exist. The Association is also concerned with the image of America projected by American schools abroad. The Association is therefore concerned about the problems existing in the Overseas Dependents Schools operated by the United States government.

The Association is gratified with the enactment of Public Law 89-391 and expresses its appreciation to the President and responsible members of the Congress.

The Association is pleased that the House of Representatives' Select Subcommittee on Education recently studied the Overseas Dependents Schools and made several pertinent recommendations, including the need for kindergartens, reduced class sizes, more specialist teachers and expanded Host Nation activities.

The Association notes and supports the continuing interest of the Congress in the Overseas Dependents Schools, as exemplified by proposed legislation which would extend the Dependents Medical Care Program to mentally retarded, mentally ill, and physically handicapped spouses and children of members of the military services (uniformed personnel).

The Association firmly supports proposed legislation which would include the Overseas Dependents Schools within the framework of the term "public schools" of the United States.

66-11. Evaluation and Subjective Ratings

The National Education Association believes that it is a major responsibility of the teaching profession, as of other professions, to evaluate the quality of its services. To enable educators to meet this responsibility more effectively, the Association calls for continued research and experimentation to develop means of objective evaluation of the performance of all professional personnel, including identification of (1) factors that determine professional competence; (2) factors that determine the effectiveness of competent professionals; (3) methods of evaluating effective professional service; and (4) methods of recognizing effective professional service through self-realization, personal status, and salary.

The Association believes that the use of examinations such as the National Teachers Examination is not a desirable method of evaluating teachers in service for purposes such as salary, tenure, retention, or promotion. The Association also believes that this examination should not be used as a condition of employment of a teacher when the candidate is a graduate of an NCATE-accredited institution.

The Association further believes that use of subjective methods of evaluating professional performance for the purpose of setting salaries has a deleterious effect on the educational process. Plans which require such subjective judgments (com-

monly known as merit ratings) should be avoided. American education can be better served by continued progress in developing better means of objective evaluation.

66-12. Desegregation in the Public Schools

The National Education Association views with deep concern the problems which accompany the evolving process of desegregation in the public schools in response to the changed status of the public schools initiated by the United States Supreme Court decisions on desegregation and reinforced by the Civil Rights Act of 1964.

The National Education Association pledges continued support of the Supreme Court decisions and the laws on school desegregation. Because this process involves fundamental questions of human rights as well as central issues of professional status, it is fitting that the Association restate the principles that guide it in approaching these problems:

a. Support of democratic principles and of the free society which embodies them.

b. Respect for law as an inescapable condition for maintaining an orderly society.

c. Protection of individual rights as the first and highest duty of democratic governments.

d. Support and protection of orderly processes in protesting unfavorable laws.

e. Recognition of the dangers inherent in unrestrained and unlawful protests of judicial decisions.

f. Maintenance of free public education served by a free and dignified profession.

g. Unification of dual organizations affiliated with NEA, with both groups jointly seeking an equitable solution.

An important goal of education is the elimination of prejudice and bigotry from the public mind. As educators, we are dedicated to the principle of equal rights for all.

Among the unsolved problems arising out of the process of desegregation there are two which the Association can help most to meet. These are the problem of the human rights of educators and that of the dual associations.

The human rights of educators require defense by the Association and pose responsibilities for it. In situations where desegregation is taking place, an Association study has recently found that educators, particularly Negroes, are sometimes dismissed, intimidated, or otherwise unfairly treated. The Association condemns such violations of human and professional rights, commends the work of its Committee on Civil and Human Rights of Educators, and calls for an expanded effort by the Association to prevent and correct violations of those rights.

On the problem of dual associations, the Representative Assembly has in past years made clear its opposition to the organization of educators on a segregated basis. A deadline for presenting jointly developed plans for the unification of dual associations passes on July 1, 1966. Some associations have failed to meet the deadline. The Assembly recognizes that failure to meet deadlines despite intense and sin-

cere efforts should be treated differently from failure to meet deadlines because of ill will or lack of intent on the part of one or both groups.

The Representative Assembly mandates the NEA Executive Committee to take immediately the following steps:

1. The Executive Committee shall determine if there is a lack of adequate plans, jointly developed, to comply with all provisions of NEA Resolution 12 of 1965; it shall suspend or disaffiliate any affiliate as soon as it finds it to be in noncompliance because of a failure to act in good faith, but no later than September 30, 1966.

2. The Executive Committee shall report its findings and actions to the membership in the December issue of the *NEA Journal* and the *NEA Reporter.*

3. Merger of affiliates in accordance with adequate plans, jointly developed, must be completed by June 1, 1967, unless the jointly developed plans submitted by July 1, 1966, have been approved by the Executive Committee. Affiliation will be continued or authorized after June 1, 1967, only for associations which have been found by the NEA Executive Committee to have complied with NEA Resolution 12 of 1965 and 1966.

66-13. Cabinet Department of Education

The National Education Association believes that the general importance of education and the greatly increased level and complexity of federal activities in education indicate the need for a federal Department of Education headed by a secretary with Cabinet status. To this end the Association urges its officers to undertake discussions with the President of the United States.

66-14. Copyright Law Revisions

Maximum access to teaching materials is of vital concern to every teacher. The National Education Association recognizes that the present copyright law provides for two parallel sets of rights, the rights of those who create such materials to profit from their efforts through copyright, and the rights of education to use certain copyrighted materials in teaching. A revision of the existing law is now being considered. The National Education Association insists that the public interest requires that the copyright law provide special recognition for education which guarantees a legal right for teachers and educational institutions to make use of copyrighted materials, recognizing a limited right to copy and record such materials for nonprofit educational purposes, including educational broadcasting, as proposed by the Ad Hoc Committee (of educational institutions) on Copyright Law Revision.

66-15. Professional Negotiation and Grievance Procedures

The teaching profession has the ultimate aim of providing the best possible education for all the people. It is a professional calling and a public trust. Boards of education have the same aim and share this trust.

The National Education Association calls upon boards of education in all school districts to recognize their identity of interest with the teaching profession.

The National Education Association insists on the right of professional associations, through democratically selected representatives using professional channels, to participate with boards of education in the formulation of policies of common concern, including salary and other conditions of professional service.

The National Education Association insists on the right of individual teachers, through officially adopted professional grievance procedures and with the right to professional association representation, to appeal the application or interpretation of board of education policies affecting them, through educational channels which include third party appeal if necessary, without fear of intimidation, coercion, discrimination, or other forms of reprisal.

Recognizing the legal authority of the board of education, the administrative function of the superintendent, and the competencies of other professional personnel, the National Education Association believes that matters of mutual concern should be viewed as a joint responsibility. The cooperative development of policies is a professional approach which recognizes that the superintendent has a major responsibility to both the teaching staff and school board. It further recognizes that the school board, the superintendent or administration, and the teaching staff have significantly different contributions to make in the development of educational policies and procedures.

The seeking of consensus and mutual agreement on a professional basis should preclude the arbitrary exercise of unilateral action by boards of education, administrators, or teachers.

The Association believes that procedures should be established which provide for an orderly method of reaching mutually satisfactory agreements and that these procedures should include provisions for appeal through designated educational channels when agreement cannot be reached.

The Association commends the many school boards, school superintendents, and professional education associations which have already initiated and entered into written negotiation agreements and urges greater effort to improve existing procedures and to effect more widespread adoption of written agreements.

The National Education Association calls upon its members and affiliates and upon boards of education to seek state legislation and local board action which clearly and firmly establish these rights for the teaching profession.

66-16. Professional Sanctions

The National Education Association believes that, when other means for preventing unethical or arbitrary policies or practices that have a deleterious effect on the welfare of the schools have been exhausted, professional sanctions should be invoked. Guidelines which define, organize, and definitely specify procedural steps for invoking sanctions by the teaching profession have been devised. Similar procedural guidelines should continue to be developed for the lifting of sanctions. State and local affiliates and their members should familiarize themselves with these guidelines and with the circumstances in which they are applicable. The National Education Association calls upon its officers, commissions, com-

mittees, staff, and affiliated state associations to apply these guidelines where appropriate and, through the experience of use, continuously to improve them.

Further, a violation of sanctions by a member of the profession is a violation of the Code of Ethics of the Education Profession. Therefore, the offering or accepting of employment in areas where sanctions are in effect should be evaluated in terms of the Code, and local, state, and national associations should continue to develop procedures for disciplining members who violate sanctions.

66-17. Professional Orientation

The National Education Association calls on the institutions of higher learning of the nation which prepare candidates for the teaching profession to develop more effective ways to prepare future professional educators to cope with the problems they will encounter in respect to the teaching profession, including such matters as professional ethics, competency, professional responsibilities outside the classroom, and the pressing needs of public education. Wherever a Student National Education Association chapter now exists, it is recommended that its program be actively supported by the institution. It is further recommended that teacher preparation institutions take steps to establish a Student NEA chapter where one does not now exist.

The NEA, through the National Commission on Teacher Education and Professional Standards, and state and local associations are urged to strengthen the program of the Future Teachers of America and the Student National Education Association by providing professional leadership and financial assistance.

66-18. National Council for Accreditation of Teacher Education (NCATE)

The National Education Association believes in the importance of national accreditation in teacher education and supports the National Council for Accreditation of Teacher Education as the single national agency to conduct this function. The Association believes that the National Council for Accreditation of Teacher Education has made a significant contribution to the improvement of teacher education and certification and that it should continue to do so.

The National Council should remain broadly representative of the teaching profession, and the various branches of the profession should be included on the Council and on its committees and visiting teams. Representatives of the academic disciplines and learned societies should contribute actively to the development and application of the policies, standards, and procedures of the Council. Improved standards for accreditation should be developed as rapidly as possible, and increased support should be sought for the entire process of accrediting teacher education programs. Professional associations—local, state, and national—should work to develop understanding of the purposes and procedures of professional accreditation.

66-19. Moral and Spiritual Values

The National Education Association maintains that an understanding of American life, including its moral and spiritual values, is a goal of teaching in the public

schools and that religious instruction is the responsibility of the family and church.

The Association recommends that all educators emphasize by example and through their professional activity the meaningful application of such principles as liberty, equality, and justice in human relations and the development of high personal standards of honesty, integrity, and responsibility.

66-20. Representation on Boards, Committees, and Commissions

In selecting persons to serve on the appointive boards, committees, and commissions of the National Education Association, the Executive Committee should move to raise classroom teacher representation as rapidly as practicable to majority status on all such appointive agencies which are intended to be generally representative of the interests of educators.

66-21. Censorship

The National Education Association believes that as one means of realizing the maximum potential of a democracy, each citizen should have the opportunity to play his role in society to the limit of his talents. Decisions on what school learning experiences will develop a person's talents can be made best by a teacher who knows the learner and has professional experience and training. The quality of teaching depends on freedom to make such decisions. Therefore, no materials should be withheld from a teacher by censorship. The choices of instructional material by a teacher may be challenged properly only in terms of the relationship of these choices to his total competency as an educator, and should not be challenged separately and individually.

66-22. Teachers and Selective Service

The National Education Association urges that the Selective Service System, in order more nearly to assure reasonable and logical continuity in the education of citizens, delay to the end of the school year the induction of those teachers who are drafted during the year. Teachers so drafted should be guaranteed contract renewal, continued tenure, salary increments, service credit toward retirement, and all other benefits that would accrue if they continued in their positions with their school systems.

66-23. Fringe Benefits

The National Education Association maintains that, in order to attract and retain high caliber staff, fringe benefit programs should equal or surpass in value and scope those in other professions and occupations requiring comparable preparation. Although the organized teaching profession pioneered in achieving many staff benefits, at the present time public and private employers provide far more attractive fringe benefit programs than do most school districts.

The Association commends those local boards of education which have made comprehensive programs of fringe benefits available to their professional staff. It calls upon its members and affiliates and upon boards of education to seek state legislation and local action which mandate these benefits for the teaching profession.

The Association believes that comprehensive programs of fringe benefits should include at least the following: (1) an adequate retirement plan; (2) paid sick leave; (3) employer-financed group health insurance, including major medical insurance for employees and their dependents; (4) employer-financed group life insurance in an amount equal to at least one year's salary; (5) employer-financed group sickness and accident insurance; (6) paid sabbatical leave; (7) paid personal leave; (8) paid professional leave; (9) maternity leave; and (10) tax sheltered annuities. Payroll deductions should be made available for the payment of insurance, mutual fund shares, and other mutually agreed upon items.

School boards, administrators, and local associations should also explore together the feasibility of providing such other fringe benefits as blood banks, periodic health examinations, inoculations, tuition reimbursement, credit union, and housing bureaus.

The National Education Association calls upon its state and local affiliates to join with it in developing guidelines which will list, define, and help secure the various fringe benefits for every member of the teaching profession.

66-24. Staff Negotiation in Professional Organizations

The Representative Assembly recommends that the rights of professional negotiation which extend to teaching staffs be extended also to the staffs of professional organizations in education—local, state, and national.

66-25. Unified Professional Membership

A major task of the teaching profession in the years ahead is that of providing a coordinated program of services to teachers and schools through a united and effective professional organization that can make its influence felt in the community, state, and nation.

As a necessary step in unifying the profession we believe that renewal of the Association's program is imperative. The affairs of the profession of education are undergoing rapid change. It is necessary therefore to be alert to changing needs. In recent years the Association has become increasingly effective in achieving its traditional goals, but this effectiveness has not been reflected in equivalent gains in the proportion of teachers who have joined with their professional colleagues to support the general effort. This fact points to a major need, which is that the officers and staff of the Association consider very deeply what needs to be done to bring into being a new, vital, and aggressive program which will meet the needs of all educators.

We call for renewal of the Association's program and for fresh thought on what it can and should be.

A revitalized association will earn and keep the loyalty of all educators. It will make possible a new effectiveness, and from this will flow a professional unity which will benefit all educators. Therefore, all educators should share in the responsibility to help bring about this achievement. The Association appeals for the support of all educators, of all state and local affiliates, and of all departments

in working cooperatively to develop plans for unified membership in order that by 1969-70 there may be such plans in every state and solidarity for the teaching profession.

The Association reaffirms its belief that membership in the Association should be a prerequisite to membership in any department of the Association and that this requirement be mandatory by 1969-70.

66-26. Manner of Choosing the Executive Secretary

The National Education Association believes that it would best serve the democratic interests and purposes of the Association for the Charter of the Association to be altered to permit the appointment of the Executive Secretary and the fixing of his compensation by the Executive Committee, rather than by the Board of Trustees, as presently provided for in the Charter of the Association.

The National Education Association therefore seeks enactment of federal legislation, beginning in the current session of Congress, to amend the Charter accordingly.

The Committee on Bylaws and Rules is hereby requested to present notice to this Convention of a proposed change in the Bylaws to conform with this resolution, in order that final revision of the Bylaws may occur at the next annual meeting, and in order that the Bylaws may conform to the Charter as required by Section 3.

66-27. Home Rule for the District of Columbia

In order to safeguard the rights of the citizens of the District of Columbia and to enable them better to discharge their obligations for the education of their children, the National Education Association supports home rule for the District of Columbia.

66-28. Fair Housing

The National Education Association believes that fair housing practices will do much to alleviate environmental conditions detrimental to the education of our youth. We believe universal fair housing practices will aid in bringing about a truly universal public education.

We commend those communities which have taken positive steps to correct existing deficiencies in housing practices and urge all local associations, in cooperation with community agencies, to develop and promote practicable programs to implement fair housing practices in every community.

We further call upon legislatures of the states, commonwealths, and members of Congress to provide forward-looking legislation which will assure each citizen an equal opportunity to reside in a neighborhood of his choice.

MIAMI (FLA.) NEWS
July 3, 1966

NEA's Efforts Were Devoted To Civil Rights

By LOUISE BLANCHARD
Reporter of The Miami News

It was a civil rights meeting.

The mammoth National Education Association shut up shop at Miami Beach yesterday and nearly 10,000 educators scattered to their homes throughout the world. Most of the 7,700 official delegates live in the United States, but teachers from Uncle Sam's overseas schools were here too.

During their six-day meeting the visitors devoted more time to human rights than to any other one topic. They turned their attention to two new subjects in this area — equal housing opportunities throughout the nation and home rule for people who live in the District of Columbia.

The Bill of Rights commemorative stamp was issued at the convention, and Postmaster General Lawrence F. O'Brien told the educators they should use the "dramatic, engrossing, human struggle to give meaning to the Bill of Rights" more extensively in teaching than they do.

Miami News Photo by Charles Trainor

CARTOONIST HERBLOCK, POSTMASTER O'BRIEN . . . With New Bill Of Rights Stamps Block Designed

Cartoonist Herbert Block, designer of the stamp, was introduced to the audience. He has won the Pulitzer Prize. His cartoons, always signed "Herblock," appear frequently in The Miami News.

Some delegates argued at the lively final business sessions that educators shouldn't concern themselves with such matters as fair housing or the voting rights of Washington, D.C. residents.

"We've talked a lot today about race problems in the South," Said Delegate Gene Preston of Michigan. "Now let's use our influence to help the big Northern cities."

He said little progress has been made in "two inseparable areas — housing and education. Civil rights groups cannot solve this problem alone."

The resolution, calling on Congress and the states to "assure each citizen an equal opportunity to reside in a neighborhood of his choice," was adopted. It says fair housing practices will help bring about "a truly universal public education."

William G. Carr, executive secretary of the NEA, using his right as a delegate to speak to the convention, urged adoption of the resolution calling for home rule for the District of Columbia. Residents cannot improve education in Washington until they can determine their own taxes and have some voice in selection of school board members, he said.

The delegates debated for an hour before they established deadlines for states with both white and Negro education associations to merge or lose their NEA affiliation.

Under the resolution, the executive committee must suspend or disaffiliate a state unit on Sept. 30 unless "in good faith" it filed a jointly developed plan for unification. The unification plans, mandated by an NEA representative assembly two years ago, were due Friday.

States that met the deadline must finish unification by next June 1, unless the executive committee approves a plan that allows more time.

Early in the week, in a rare unanimous action, the NEA approved its own unification with the American Teachers' Association. The nationwide Negro group had dissolved itself in a meeting here a few days earlier.

ATA's 40,000 members became NEA members. How many added to NEA's membership of nearly a million was not known, because many Negro teachers belonged to both organizations. The NEA never has restricted membership because of race.

Major speakers talked primarily of civil rights problems. They included John W. Gardner, Secretary of Health, Education and Welfare, and Ralph McGill, publisher of The Atlanta Constitution and daily columnist in The Miami News.

(Over)

BALTIMORE (MD.) SUN
July 3, 1966

LOUISIANA N.E.A. GROUP IS SUSPENDED

White Affiliate Reportedly Excluded Negro Teachers

Miami Beach, Fla., July 2 (AP). The National Education Association suspended its white Louisiana affiliate today for failing to take in Negro teachers.

It was the first time in the big professional organization's 104-year history that such drastic action has been taken against a state association.

Dr. Irvamae Applegate, the N.E.A.'s new president, announced the action by the N.E.A. eleven-member Executive Committee.

She said the Louisiana Teachers Association, the white group, will be called on before the executive committee's next meeting in October to show cause why the suspension should not be "converted to expulsion."

"Upon failure to show cause, the Louisiana Teachers Association will be forthwith disaffiliated from the N.E.A.," she said.

9 Other States

Nine other Southern states are under pressure to merge white and Negro N.E.A. affiliates, but only Louisiana has failed to even remove a racial restriction clause from its by-laws.

Dr. Applegate said the other states have filed some kind of merger plans with the N.E.A. to meet last night's midnight deadline.

The executive committee now has until Sept. 30 to determine whether these plans are adequate and jointly approved by both white and Negro groups.

If they are found not to be adequate, a new deadline of next June 1 was set at this week's convention for completion of mergers, under penalty of expulsion.

Well over 200,000 of the N.E.A.'s nearly 1,000,000 members live in the Southern states. Besides Louisiana, the states involved are Mississippi, Georgia, Texas, Tennessee, North and South Carolina, Alabama, Virgina and Arkansas. Texas plans to complete its merger next month.

Local Has Complied

Dr. Applegate explained that the suspensions would not affect local N.E.A. affiliates in Louisiana if they have complied individually with the merger mandate. She said the local unit in New Orleans has complied, for instance.

Teachers face ouster deadline

CHRISTIAN SCIENCE MONITOR
July 14, 1966

By George Moneyhun
Staff correspondent of The Christian Science Monitor

Baton Rouge, La.

Some 22,000 white Louisiana educators face the prospect of being permanently ousted from the National Education Association (NEA) for failing to remove racial barriers in their state professional organization.

The all-white Louisiana Teachers Association (LTA) has already been temporarily suspended from the national organization. Unless the state group takes steps to open its membership to Negroes before October, NEA officials plan to convert the temporary suspension to expulsion.

LTA officials here say they have no plans for complying with the national organization's request. They say that the state association does not hold its annual meeting until November, and that at that time, member teachers will vote whether to comply.

NEA officials have been conferring with representatives of teacher groups in Louisiana and nine other Southern states in recent months. Louisiana's group is the only one that has failed to comply with two NEA provisions aimed at removing traditional racial barriers.

The national teachers group required its state affiliates to (1) remove all restrictive labels (regarding race) from their constitutions by July 1, and (2) to present the NEA with jointly developed plans for merging white and Negro groups.

When the Louisiana Teachers Association did not comply by July 1, the NEA executive committee, meeting at Miami Beach, voted unanimously to suspend the organization temporarily. It was the first suspension of a state association in the national group's 104-year history.

N. B. Hackett, executive secretary of the LTA, says: "We won't be in any better position [to comply with the provisions] in October than we are now. . . . I don't think taking the word 'white' out of our constitution will affect the situation very much."

Both white and Negro teachers in Louisiana praise the NEA as "one of the greatest research and advice organizations" available to educators. However, there are only some 3,000 NEA members in the state.

One white educator attributes the small membership and the teachers' reluctance to comply with the NEA provisions to a tenure law passed by the state Legislature in 1956. "This tenure law," he amplifies, "says any teacher in the state can be fired for advocating integration. This law is in the federal courts, but it hasn't yet been ruled unconstitutional. Can you blame a teacher for not wanting to lose his job?"

Some white teachers are openly resentful of the NEA's desegregation demands. One teacher called the provisions "just another of the dictatorial powers they are placing over Southern states. They're saying: Either you do this, or you're going out. People don't react favorably to mandates."

J. K. Hayes, executive secretary of the predominantly Negro Louisiana Education Association, comments: "It's regrettable that the NEA had to take this action. However, we in the LEA support the NEA position, both its spirit and intention. Our organization has no racial restrictions. Our hearts and our doors are open to all."

One Negro teacher says of the LTA's suspension: "It points up the weak position of education in Louisiana. It partially explains why we're No. 51 in the United States regarding literacy. Educators should be leaders, not followers of 'what the people back home' will say."

Despite the LTA's failure to merge with the Negro teachers' group, the two professional organizations have cooperated in the past.

"There's no hard feelings at all between the two groups," maintains Mr. Hackett. "We've worked together on several occasions with never mentioning the word 'color.' "

Local NEA affiliates in Louisiana are not affected by the state organization's suspension if they, individually, have supplied merger plans. New Orleans has the only group in the state has done so.

The NEA has some 2,000,000 members in the South. The merger plans submitted by other state affiliates will be approved or turned down by the organization's executive committee by Sept. 30.

JACKSON (MISS.) CLARION-LEDGER
July 2, 1966

Deadline Voted On Integration Of NEA Units

By JEFF ANTEVIL
Herald Staff Writer

State affiliates of the National Education Association which are still divided on racial lines were warned Friday to integrate by next June or face expulsion from the nation's largest education organization.

Exempted from the resolution adopted by more than 6,000 NEA delegates are affiliates who submitted merger plans to the association's executive committee by Friday and received the committee's approval to complete their union after the June, 1967 deadline.

Winding up their week-long convention in Miami Beach, the delegates also instructed the committee to disaffiliate any segregated units that have not submitted merger plans — jointly developed by white and Negro groups — by Sept. 30, 1966.

The action, which put teeth into a proposed resolution calling for an end to dual associations but set no deadline, could affect affiliates in two Southern states — Louisiana and Mississippi. These states have racial restrictions on membersship or have not presented merger plans to the NEA.

Associations in eight other states in the South have drawn up plans and eliminated membership bars but are still racially divided.

After the vote was taken, a Louisiana delegate said the white association there will not meet to consider action complying with NEA mandates until November, which is after the deadline for submitting merger plans.

"We would regret very much losing our NEA affiliation. We regret very much that you have seen fit to pass this measure," she said.

In the course of the NEA convention, the 985,000-member organization approved a union with the 40,000-member American Teachers Association, a Negro group, and host state Florida announced the formal merger of the predominantly white Florida Education Association and the Negro Florida State Teachers Association.

In other resolutions Friday, the convention recommended:

FAIR HOUSING legislation on the national and state levels.

SUBSTANTIAL FEDERAL contributions for general support of all levels of education — without federal control — and expansion of specific federal programs of aid to education.

AN END to use of scores in the National Teachers Examination to determine questions of salary, tenure, promotion and retention of in-service teachers and certification of prospective teachers who are graduates of accredited institutions.

TEACHER PAY starting at $8,000 a year and ranging to $16,000 for an experienced teacher with a master's degree, with other increases for advanced study.

EXPANSION of educational opportunities, including free public schooling beginning at age four for disadvantaged children, at least two years of tuition-free education beyond high school and a strong adult education program.

NEW YORK (N.Y.) TIMES
June 27, 1966

N.E.A Directors Urge Merger With Negro Group in the South

By M. A. FARBER
Special to The New York Times

MIAMI BEACH, June 26— The board of directors of the 986,000-member National Education Association today unanimously recommended a merger with the American Teachers Association, a Negro professional organization. Final approval for the unification is expected Tuesday from the N.E.A.'s delegate assembly.

The board's action, which follows several years of talks between the two teacher groups, came on the first day of the N.E.A.'s 104th annual convention. The convention will close Friday. The American Teachers Association, which has 32,000 members, sanctioned national ties with the N.E.A. at its own meeting here Friday, in effect dissolving itself. The organization, which draws its members from the South, will go out of existence with the unification.

Already about 90 per cent of its Negro teachers hold dual membership in the N.E.A., but until recently they could not belong to the N.E.A.'s all-white affiliates in 11 Southern states and had to maintain all-Negro state and local groups in Alabama, Arkansas, Florida, Georgia, Louisiana, Mississippi, North Carolina, South Carolina, Tennessee, Texas and Virginia.

The situation changed markedly this year as the white affiliates in all 11 states but Louisiana removed bans against Negroes. What is more, plans for integration of the white and Negro groups in eight states have been received by the N.E.A. and well be examined this week by its executive committee.

The white state affiliates acted this year under orders from the national organization. The N.E.A. told the 11 state groups that they would have to open their membership rolls and also offer state merger plans by July 1, 1966.

A question no wbefore the National Education Association —one that could start considerable debate here this week—is what action to take against the state affiliates that have complied with only the first mandate or, in the case of Louisiana, neither mandate.

Some indication that the N.E.A. might not be so punitive as to suspend or expel state affiliates came this morning when Richard Batchelder of Newtonville, Mass., outgoing president, said that "more progress than was thought humanly possible" had been made with the Southern problem.

He pointed out at a news conference, in reply to a question whether the N.E.A. was dragging its feet, that "its been a long time since Abraham Lincoln and Boston has more de facto segregation than it had 10 years ago." Southern white groups, he said, had "agonizing decisions to make under tremendous pressure."

The impending unification of the National Education Association and the American Teachers Association was hailed as "a dramatic historic event" by Riago J. Martin, president of the Negro organization.

(over)

MIAMI (FLA.) NEWS
June 30, 1966

NEA Going Into Fair Housing

By LOUISE BLANCHARD
Reporter of The Miami News

The National Education Association today started considering 28 resolutions, including one that calls on Congress and the state legislatures to adopt fair housing laws.

Hot debate today and tomorrow is expected among the more than 6,000 accredited voting delegates from 50 states and the federal government's overseas schools.

The NEA never before has considered a fair housing resolution. The proposal asks the lawmakers to "provide forward-looking legislation which will assure each citizen an equal opportunity to reside in a neighborhood of his choice."

Three sessions — one today and two tomorrow — include time for debate on resolutions. The debate is expected to run overtime. At least two resolutions are to be introduced from the floor at Miami Beach Convention Hall.

Also for the first time, the NEA is asked to adopt a resolution calling for home rule for the District of Columbia "to safeguard the rights of the citizens . . . and to enable them better to discharge their obligations for the education of their children."

If a teacher is drafted during the school year, another new resolution asks the Selective Service system to delay his induction into the service to the end of the school year, "to assure reasonable and logical continuity in the education of citizens."

Also new is a proposed resolution declaring that "no materials should be withheld from a teacher by censorship. The choices of instructional material by a teacher may be challenged properly only in terms of the relationship of these choices to his total competency as an educator."

Ralph McGill, publisher of the Atlanta Constitution, will speak to the delegates at Miami Beach Convention Hall tonight.

The Bill of Rights commemorative stamp will be issued at Miami Beach tomorrow, in connection with the NEA convention. Postmaster General Lawrence J. O'Brien will speak at tomorrow morning's session.

The convention, only the second the NEA has held here, started Sunday and will end tomorrow night. But the executive board will meet Saturday morning to consider the problem of states that still have both white and Negro education associations affiliated with the NEA. The states were told two years ago to present unification plans by tomorrow, and some have not done so.

BOSTON (MASS.) HERALD
June 27, 1966

Educators Get U.S. Plea To Teach Civil Rights

By DIANE DIVOKY
(Education Editor)

MIAMI BEACH, Fla. — Children should be taught about civil rights in the schools in order to be "prepared to work out a just and enduring solution," John W. Gardner, secretary of Health, Education, and Welfare, said Sunday.

"Is it not surprising that our children learn little or nothing in school about the most divisive and agonizing problem in American life?" he asked some 10,000 teachers at the First General Assembly of the 104th annual convention of the National Education Association here.

In addition, Gardner stated, the schools should be "organized and administered" in such a way as "to advance racial understanding."

FAILURE OF SCHOOLS

"The schools could be a major ingredient in the solution," he said. "Instead they are a major part of the problem. They could be the seedbeds of a new America free of racial injustice. Instead, all too often they confirm old attitudes and ways. Segregated schools, North and South, fail to give students the critically important experience of knowing and working with another race."

Turning to the federal attack on poverty, Gardner said that "Some of the problems outside the schools might not have arisen if the schools themselves had been more aggressive and alert to the community problems around them." He urged the cooperation of educational leaders with "the community's social and health agencies, with management and labor, with the city planners, and with political leaders."

At a press conference, Gardner said that only "small inroads" had been made in the past with integration in Northern schools "The situation in the North is not getting better," the secretary reported. "It's probably getting worse."

'SOMETHING HAS TO GIVE'

He suggested the redrawing of school boundaries, cooperation with suburban systems, extensive construction in borderline areas, and raising the quality of CORE city schools as means to effect integration. Gardner also spoke for metropolitan planning in education, as well as in other city problems, because "The day has come when something has to give."

Integration promises to be a leading theme of the convention as the NEA works to keep up with school desegration by integrating Southern Negro teachers into their ranks. The Association Sunday moved closer to a merger with the American Teacher's Association, an organization of Southern Negro teachers.

The NEA Board of Directors unanimously approved a resolution of unification of the two organization. The Board will recommend that the Representative assembly adopt a resolution on Tuesday, making the merger official. After a meeting last week, the 32,000 member Negro teacher organization voted 176-3 to dissolve and come into the NEA.

TEST LOOMS

The acid test of the NEA's stand on ending dualism among American teachers, however, will be determined by their action on Southern NEA affiliates, which still maintain separate white and Negro organizations at the state and local level. At the convention in Seattle two years ago, the NEA voted that state affiliates must eliminate racial restrictions from their charters and must plan for a merger of Negro and white branches on July 1, 1966.

At a press conference Sunday, NEA President Richard D. Batchelder of Newton reported that "considerable progress" has been made toward the two goals. Only Louisiana maintains a discriminatory clause. Dual associations remain in ten states: Louisiana, Mississippi, Georgia, Texas, Tennessee, North Carolina, South Carolina, Alabama, Virginia, and Arkansas. What action the NEA will take this week towards censuring or disaffiliating those state organizations refusing to comply with the desegregation requirements is very much in question.

When it was suggested that the NEA is "dragging its feet" in integrating, Batchelder shot back: "It's been a long time since Abraham Lincoln. Boston has greater de facto segregation today than it had 20 years ago."

NEW YORK (N.Y.) TIMES
July 5, 1966

N.E.A. After 109 Years

By M. A. FARBER
Special to The New York Times

MIAMI BEACH, July 2—The National Education Association is 109 years old and, with 986,000 members, is by far the largest organization of educators in the country. What it says and does, or doesn't say and do, inevitably influences what takes place in America's classrooms.

But while age and size have helped put the N.E.A. at the head of its class professionally, the two factors are giving the mammoth association problems of equal scope. This was evident this week when more than 8,000 beribboned delegates gathered here for the organization's annual convention.

One of the speeches pointed clearly to the larger problems before the N.E.A.

Dr. Kenneth H. Hansen, a silver-haired, 48-year-old dean of education at Western State College in Colorado, is coordinator of a massive, two-year study of the N.E.A. that was ordered in 1964 and got under way in September, 1965. He has already questioned 5,000 people connected with the association and perhaps he, as much as anyone, knows the present dilemmas facing the N.E.A. at this "crucial point in its history."

According to Dr. Hansen, the membership of the association "represents a paradoxical combination of concern and unconcern."

"At once concerns about N.E.A. programs and policies are expressed constantly in public meetings, professional gatherings, private conversations or in that great educational forum, the teachers' lounge," he said.

"At the same time," he went on, "there has been noted among the membership a tremendous unconcern about what the total organization was doing, an unconcern that is sometimes described as bordering on organizational apathy."

In an interview, Dr. Hansen declared, "there is a sense of urgency if not of panic" among the younger, more cosmopolitan N.E.A members, especially those in larger cities, where the rival, 20-year-old American Federation of Teachers is showing its muscle.

Significantly, Dr. Hansen's study of the structure and purpose of the N.E.A. was undertaken at the behest of the association's urban affiliates and the 850,000 member Department of Classroom Teachers.

It is the activist state and local groups—and the classroom teachers—who are directly on the firing line in the hotter teacher representative election battle with the aggressive A.F.T. And it is these same elements who say they are underrepresented in the power councils of their national association, with its traditional small-town and rural orientation.

It is the same members, including some relatively fresh faces in the N.E.A. staff itself, who are waiting eagerly for the full results of the study, due next May, and it is they who are looking forward to streamlining the N.E.A.

At last week's convention the N.E.A. absorbed the American Teachers Association, a Negro professional group of some 32,000 teachers in the South. But the importance of the move was blunted by the fact that some 90 per cent of the Negroes already held dual membership in the N.E.A. on a national level.

A measure of how fast the N.E.A. is prepared to push integration is likely to be reflected in its action in connection with its 1964 ruling that gave affiliates in 11 Southern states two years to remove restrictive clauses from their constitutions and submit plans to merge the state-level white and Negro groups.

As the deadline expired last Friday, only the Florida affiliate had met both requirements and actually merged. The Louisiana branch had done nothing.

An executive committee was empowered to deal further with the problem and determine how many states affiliates had indeed offered plans in good faith. Some state groups contend that a letter indicating progress is a plan; others say that even a telephone call is enough.

Since the association has not defined good faith as regards the plans, the committee must rule on the validity of claims of compliance.

Yesterday the N.E.A. temporarily suspended its state level white affiliate, the Louisiana Teachers Association, asking it to show cause by October why that suspension should not be converted to expulsion. It was the first time the N.E.A. has ever suspended an affiliate.

MIAMI (FLA.) NEWS
July 1, 1966

NEW CHIEF OF N.E.A. SEES 'YEAR OF RIGHTS'

By LOUISE BLANCHARD
Reporter of The Miami News

The National Education Association's incoming president says this could be the NEA's "civil rights year."

Dr. Irvamae Applegate, dean of education at St. Cloud, Minn., talked with reporters near the end of the NEA's 104th annual convention at Miami Beach — a convention in which civil rights has been the dominant topic.

"We have a mandate for certain kinds of action," Dr. Applegate said. "We have no choice, whether one would want it or not. We must move to carry out the directive."

The mandate she spoke of was an NEA resolution adopted two years ago. It set today as the deadline when plans must be submitted for ending the existence of separate Negro and white NEA affiliates in Southern states.

A group within the NEA will seek adoption today of a new resolution setting a deadline of next June 1. There is disagreement over interpretation of the proposed resolution. Some say it means the unification of separate associations must be complete by that day, others that it must be started.

Although the convention ends today, the NEA executive committee will meet tomorrow to study plans presented by eight of the 10 states that still have separate associations. Two are not expected to submit plans.

Dr. William G. Carr declined to identify the two, saying they might still have plans to offer. Delegates at the convention said, however, that they are Louisiana and Mississippi.

The NEA executive committee will have to decide what state plans are acceptable and what plans are not, and what action to take if any is necessary.

Its decisions will be influenced by the resolutions adopted today.

Dr. Applegate will take office at a closing session tonight. She succeeds Richard D. Batchelder, of Newton, Mass. Braulio Alonso, of Tampa, will take office as vice-president and president-elect. In July 1967 he will become NEA president.

(Over)

MIAMI (FLA.) HERALD
June 29, 1966

'Teaching Profession Unite,' NEA Chief Urges

By JEFF ANTEVIL
Herald Education Writer

A call for unity in the teaching profession was issued Tuesday night by the president of the National Education Association.

Addressing the group's 104th annual convention in Miami Beach, Richard Batchelder of Newton, Mass., asked for an end to divisions between Negro and white education associations, between teachers and administrators, and between NEA members and members of the American Federation of Teachers (AFL-CIO).

He pledged that the NEA Executive Committee, which will meet Saturday morning, will carry out the mandate of the 1964 and 1965 conventions: An end to dual state and local affiliates based on race.

He said he will recommend that the committee censure, suspend or expel affiliates that have not complied with this mandate.

"The day of dualism is over. The day of unity is here," Batchelder declared.

Citing NEA accomplishments in strengthening the education profession and improving education, he invited "our colleagues in the AFT to sever ties with labor and to unite with the National Education Association so that we can present one common front.

Addressing the 125,000 union teachers, Batchelder said: "Your notion that teachers can only be strong if they merge (with the labor movement) has been answered far more militantly, far more effectively and far more responsibly by your fellow teachers in the NEA and its state and local affiliates."

Charles Cogen, AFT president, said Tuesday that leaders of the teachers' union were meeting in Chicago to evaluate Batchelder's remarks and will reply Thursday.

In his Miami Beach speech, the NEA president also said the teaching profession "refuses to be neatly divided into administrators and teachers — those who boss and those who are bossed."

He added: "In the light of those state and local associations that have already shown the way toward unification, we can no longer tolerate stale excuses for disunity."

Referring to the theme of the NEA convention — "Free to Teach" — Batchelder said that in a free society where knowledge is the key to opportunity, "the integrity of the teacher becomes paramount. Teachers who are not free themselves cannot teach for freedom.

"To be free to teach," he said, "we must be free to think and to express ideas, free from undue pressures of authority and free to act as groups without monolithic organization."

ST. LOUIS (MO.) GLOBE-DEMOCRAT
July 11, 1966

THREAT IN TEACHER UNIONS

The much larger National Education Association is currently engaged in an attempt to head off further inroads by the small but militant American Federation of Teachers which seeks to promote ardent unionism among the nation's teachers.

NEA so far has met only with a curt rebuff from the AFT. The basic division between the NEA and AFT is that the former believes as do we, that teaching is a profession while the latter regards it as a trade to be unionized.

It is interesting to note that the NEA says it is primarily concerned with improving the teaching profession. The AFT professes to be striving for a teacher organization "free from administration domination and dedicated to the improvement of American society."

Why not try to improve our schools first, before taking on all of society?

* * *

In tactics the two organizations differ completely. The NEA believes in upgrading the teaching profession without resorting to walkouts.

The AFT advocates use of all union tactics, including the strike. In a number of cities, including East St. Louis, AFT locals have gone on strike for varying periods.

There are several things drastically wrong with teacher unionism. No one knew this better than that father of modern liberalism, Franklin D. Roosevelt (who is beginning to appear as a hidebound conservative in the Great Society).

FDR said that no one has the right to strike against government. This includes teachers. They shouldn't be allowed to walk out anymore than soldiers, policemen or firemen should be permitted to strike.

NEA President Richard D. Batchelder has pointed to another danger, posed by "the indoctrination of the pupils and teachers to the labor movement philosophy in order to advance the interests of unionism in this country."

* * *

Does anyone seriously believe that a teacher committed to unionism and the strike weapon can avoid a pro-union bias in the classroom?

If Americans zealously guard schools from religious instruction how can they permit teachers so dedicated to unionism to instruct their children?

We support Mr. Batchelder when he says that teachers cannot afford to affiliate themselves militantly with single segments of society—whether organized labor, business or a particular political party.

To remain objective in their teaching they must be free to criticize or praise any part of our society. They are deserting the high ideals of their profession if they permit themselves to be bound by rigid dogma, no matter what its merits.

CHICAGO (ILL.) TRIBUNE
June 30, 1966

U.S. EDUCATION COSTS PUT AT 43.3 BILLIONS

Described as Record by Association

BY CASEY BANAS
[Chicago Tribune Press Service]

Miami Beach, June 29—Total spending for all American education — public and private from kindergarten to graduate school—will reach an all-time high of 43.3 billion dollars this year.

The estimate was contained in the annual report of the National Education association's committee on educational finance, made public today at the group's national convention. Last year's total expenditure on education was 38.5 billion dollars.

Burley V. Bechdoft, committee chairman, attributed the new record spending primarily to increased federal aid for all levels of education. The federal government more than doubled its support of elementary and high school education to 1.9 billion dollars in the fiscal year ending tomorrow.

Failed to Solve Problems

The record spending, however, failed to solve major problems of education, the committee reported.

"Efforts to improve educational opportunity, especially for the children from low-income families, were plagued by shortages of teachers and other qualified employes," the report said. Rising salaries and wages, prices of school, supplies, and equipment were serious problems for the first time in this decade."

As of last fall, 54.6 million of 193.8 million Americans were enrolled in some school. Part-time and full-time workers in schools totaled 4.7 million, including almost 3 million teachers or other professional staff members.

Many Illinoisans Attend

In Illinois, 3,002,464 of the state's 10,646,000 residents are attending schools. Of the total, 2,108,203 are enrolled in public elementary and high schools, 599,100 in private elementary and high schools, 170,624 in public colleges and universities, and 124,536 in private institutions of higher learning.

The report said that Illinois spent $612 to educate each pupil during the 1965-66 school year, sixth highest among the states. The national average was $533 for each pupil, a 10 per cent increase from $484 a year ago. Statistics were based on average daily attendance, not total enrollment.

Chicago was well below the national average, spending $456 on each pupil, the report noted. Other large cities and their per pupil expenditures were: New York, $809; San Francisco, $641; Los Angeles, $537; Minneapolis, $517; St. Louis, $513; and Detroit, $488.

Illinois Average $7,223

The average annual Illinois salary for a member of an instructional staff in a school is $7,223, an increase of 5 per cent, or $344, from the preceding year's figure of $6,881. An instructional staff includes teachers, principals, and other professional educators.

Illinois ranked 11th among the states in this category. Ten years ago, Illinois was fourth.

The average public school teacher in the United States, the report said, is 39.1 years old and has 12.1 years of teaching experience. The average elementary school teacher has 28.6 pupils, much lower than Chicago's average of 33.5.

The report noted that, in high schools, teacher shortages exist in mathematics, English, foreign languages, and physical sciences, but surpluses exist in social sciences and men's physical education.

BALTIMORE (MD.) SUN
June 28, 1966

N.E.A. Official Says Schooling Should Extend To 4-Yr.-Olds

By George Rodgers
[Staff Correspondent]

Miami Beach, June 28 — The public schools should begin developing the nation's greatest resource, its children, at age 4 instead of 6, a National Education Association leader said today.

And, said Dr. William G. Carr, N.E.A. executive secretary, two years of free college should be added at the other end of the production line.

In his prepared annual report to 10,000 delegates attending the N.E.A.'s one hundred fourth convention here this week, Dr. Carr said "virtually every 4 and 5-year-old child" could benefit.

Preschool programs for deprived youngsters have "suddenly and fortunately become popular," he said, but other groups of children who need preschooling as much are still excluded.

Many Deprived

"The disadvantaged are not only those deprived by poverty and neglect at home," Dr. Carr said. "The Pampered are also disadvantaged.

"So are those whose parents are obsessed with a craving for their children to impress and achieve," he continued.

"So are those, whatever their economic background, whose parents show them little love. So are those who have little chance to play with other children. So are those with physical handicaps."

Dr. Carr said pre-schooling should not be compulsory, but added that most parents would enroll their children if the programs were free and of top quality.

5 Million Increase

The nation's public school enrollment would increase by 5,000,000, he said, but the investment can be afforded.

"This investment would bring many returns. The number of children requiring costlly, slow and sometimes fruitless remedial services would decline.

"The return to the nation in enhanced capabilities of the population would be immense," Dr. Carr said.

"Much of human development is determined before most of us set foot inside a school," he declared. "Much, if not most, of what we become is decided in childhood."

"Schooling before the first grade is widely accepted because parents regard it as useful and because the American people know that many children are seriously handicapped without it."

Present Facilities

Nursery schools and kindergartens existed long before Operation Headstart and the realization that pre-school training could prevent children from falling far behind in first grade, Dr. Carr said.

However, since many school systems have no free kindergartens, pre-school programs still are "beyond the financial reach of many parents whose children most need them," he said.

At the other end of the present, twelve-year school ladder, the nation-wide trend toward establishing free-two-year junior colleges should be accelerated, Dr. Carr said.

Planned Help Needed

"Whatever objectives we assign to education, few individuals reach the take-off point toward achievement of these objectives while they are still adolescents," he continued.

"Moreover, maturity alone will not cause them to reach the take-off point. They need planned help."

The nation would be repaid many times over for the cost of two additional school years, Dr. Carr said.

"No financial or geographical obstacle should prevent any high school graduate from pursuing his education for two more years," he declared.

(Over)

ALBUQUERQUE (N.M.) TRIBUNE
June 26, 1966

Largest Teacher Group Kicks Off Meeting Tonight

By GEOFFREY GOULD
AP Education Writer

MIAMI BEACH (AP) — Members of the nation's largest educational organization gathered here tonight with teacher-militancy and complex civil rights problems likely to be the leading issues of a week-long meeting.

"Teachers today are unwilling to accept things the way they are," said William G. Carr, executive secretary of the National Education Association, in a pre-convention interview.

While teacher strikes and collective bargaining disputes are part of this new picture, Carr said "there is a deeper kind of militancy that is not economic. It is a desire to be recognized, to have status, not to be pushed around."

"It is all right for them to be militant, but I hope they will be militant about the right things," Carr said. "I hope teachers recognize that militancy carries with it a measure of responsibility."

Expect 10,000

The NEA includes both teachers and school administrators in its membership of nearly a million. About 10,000 members are here for the group's 104th annual meeting.

John W. Gardner, secretary of Health, Education and Welfare, addresses the first general session Monday night, pointing up another comparatively new factor in education —the government's massive involvement in it.

Desegregation, northern and southern, remains one of the knottiest problems of the schools, but Carr said civil rights is not an issue in the NEA itself except for one area that "persists to plague us."

"The NEA has always been open to anyone," Carr said. "We were one of the first large organizations not to pick any city for a meeting without identical facilities for all our members. We integrated Miami Beach in 1953."

But in 1951, Carr said, the NEA began to take on as affiliates the separate Negro teacher organizations that existed in the Southern states. This was regarded then as "a sound, liberal policy," Carr said.

July 1 Merger Deadline

Opinion later shifted and in 1964 the group adopted a resolution calling for abolition of all racial barriers in state affiliates and complete merger of Negro and white teacher associations. July 1 is the deadline, the day this convention ends.

While the membership barriers have been removed in the state organizations, Carr said "the merger plans have not been forthcoming" in some southern states.

Carr said he didn't expect the use of federal funds in local schools to arouse much discussion this year. That is an issue of the past.

But he said "there will be a lot of discussion of teaching the culturally handicapped. After all, the federal funds are aimd at helping deprived children."

He recalled that 10 years ago the theme of the NEA meeting was "proud to teach," and now it is "free to teach."

"We take it for granted now that people are proud to teach," he said.

"But to be free to teach—to have the equipment, respect and enough time to do a bit of reading, to keep up with the subject—to be free in this sense is now what teachers are after."

NEWSWEEK
July 11, 1966

EDUCATION

The Rains Came

It rained steadily in Miami Beach last week when some 11,000 schoolteachers and administrators gathered for the annual convention of the National Education Association. The monsoon-like downpour spoiled the swimming, NEWSWEEK EDUCATION editor Joseph M. Russin reports, but accounts of another deluge compensated in part for the rain.

The NEA reported that American education at all levels is now a $43.3 billion business, accounting for 6.1 per cent of the GNP. The public schools alone spent an average of $533 a year for each student, an increase of 10 per cent over last year. In all, spending for the 43.9 million students in public elementary and secondary schools this year reached $25.8 billion.

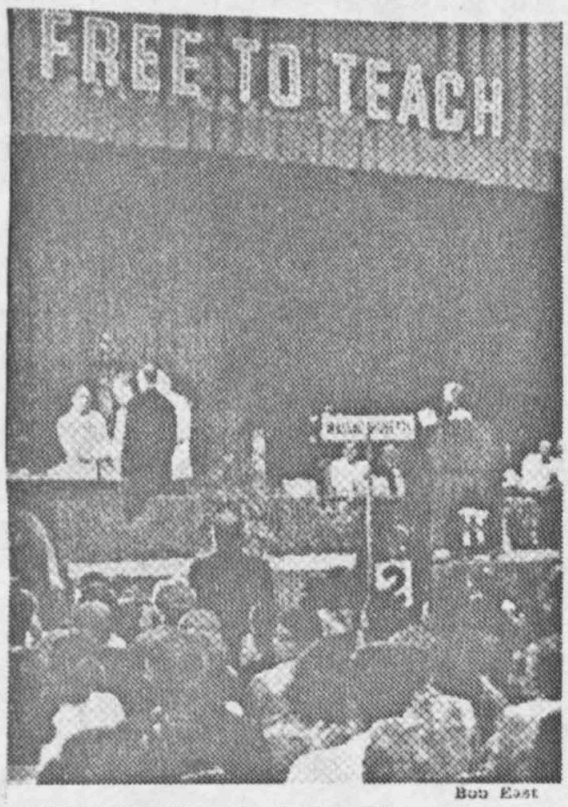
The NEA requested more money for schools and a court test of the constitutionality of Federal aid to parochial schools. But the convention was largely preoccupied with other matters, particularly racial integration. In one emotional moment, the delegates rose in the darkened Convention Hall to sing "The Battle Hymn of the Republic." Spotlighted on the stage, NEA president Richard D. Batchelder and R.J. Martin, president of the American Teachers Association, a Negro organization with 32,000 members, signed papers merging the two groups. The NEA now has nearly a million members.

'New Image': Most NEA state affiliates in the South are still racially separated. Though the NEA directed them two years ago to desegregate, only Florida has finished the job. Louisiana's white association even retains a discrimination clause in its constitution.

A group of liberals crowded into a suite in the Algiers Hotel to plot a strategy for forcing integration. Led by Patrick Tornillo Jr., 40, the executive secretary of the Miami area teachers' association, the group was formed two years ago to prod the NEA into passing the merger resolution. This year it pushed through a fair-housing resolution and persuaded the NEA to speed up its internal integration. Segregated Southern affiliates must complete unification by next June or face expulsion from the NEA unless they show "good faith" in setting a later date.

The group is viewed with suspicion by some of the NEA's permanent staff, but it commands the loyalty of many young and rising leaders in the organization. And even incoming president Mrs. Irvamae Applegate of St. Cloud, Minn., says that "the Tornillo group represents the new image of the NEA."

Indeed, change is coming to the NEA on many fronts. One lasting contribution of the convention may be the start of



Bob East

NEA in Miami: $43 billion a year

tentative, long-distance truce talks between the competing NEA and the American Federation of Teachers, an AFL-CIO affiliate. Batchelder invited the AFT to "sever ties with labor and . . . unite with the NEA so that we can present one common front." AFT president Charles O. Cogen rejected that idea, but both he and Applegate indicated a willingness to talk about ending the costly war for teacher loyalty.

MIAMI (FLA.) NEWS
July 3, 1966

Ready Wit And A Firm Hand Guided Teachers Past Pitfalls

By LOUISE BLANCHARD
Miami News Education Writer

Doing one of her last official tasks, the first Negro president of the nation's largest organization of classroom teachers reported on the year's work.

"Have faith in classroom teacher's" Elizabeth D. Koontz said to the elected representatives of 825,000 members of the National Education Association's Department of Classroom Teachers.

"Look to your own ranks for your leaders," Mrs. Koontz said. "Require of them statesmanship of the highest caliber."

She finished her report. Applause began and swelled. The 3,500 delegates rose, still applauding. For a moment it seemed as if they might never stop.

Mrs. Koontz' expressive face showed astonishment and pleasure. For an instant, too, it showed she was near tears.

She stepped again to the microphone. "You can make such a person as I feel she's really . . ." No words, and then a grin and a wink at the audience. ". . . and get a good stretch at the same time."

Into the laughter, she sternly reminded the meeting, "Time is of the essence."

From that high point Mrs. Koontz and her fellow teachers moved into a long and difficult day. The department, NEA's largest, had a year's work to take care of — reports to receive, officers to elect, and resolutions to adopt.

Mrs. Koontz stood behind the rostrum at Miami Beach Auditorium from 9:30 a.m. until shortly after noon and again from 2 until 10 p.m.

It was not a peaceful 10½ or 11 hours. "Manageable" just isn't the word for a business meeting of a large group of teachers. Maybe it isn't the word for any business meeting of 3,500 people.

By policy, every delegate is entitled to speak his mind, restricted only by the rules of parliamentary procedure. And the teachers got into incredible parliamentary tangles. Mrs. Koontz isn't the only person who had a busy Monday — Hugh Cannon, convention parliamentarian, was busy too.

At one point in the meeting, a delegate from Wyoming claimed a microphone and asked to speak.

"This body is acting like a bunch of school kids. If what you've put up with today had happened in a classroom, class would've been dismissed long ago."

He drew applause, but Mrs. Koontz replied:

"This is part of the growing pains that, as classroom teachers, we'd better get over with soon."

In one particularly tart discussion, a delegate from Georgia said, "I move we table the whole mess."

It was a tangled mess, with a resolution, an amendment to the resolution, and at that point at least one amendment to the amendment. When Mrs. Koontz tried to find out exactly how much the delegate wanted tabled he became discouraged.

"I think it's obvious," he said, "that I don't know what I'm talking about."

"I think you do know what you're talking about," Mrs. Koontz replied. "You aren't required to know all the parliamentary technicalities. Just tell us what you want to do, and we'll get it before the house."

At the end of the meeting, Mrs. Koontz' voice was as calm and she looked as fresh as at the beginning.

Miami News Photo By Pat Canon

ELIZABETH D. KOONTZ PRESIDING At NEA Department Meeting In Miami

She has been on leave of absence from her teaching job for the year she served as president. Now Mrs. Koontz will go back to Salisbury, N.C., where she teaches retarded children 13-16 years old at Price Junior-Senior High.

It's a safe bet the kids have missed her.

National Education Association

NATIONAL EDUCATION ASSOCIATION nea OF THE UNITED STATES

1201 SIXTEENTH STREET, N.W.
WASHINGTON, D. C., 20036
ADAMS 4-4848

August 1966

Memorandum to: Editors and Public Relations Directors
State Education Associations

We enclose for your reference the 1966-67 issue of the annual Calendar of Educational Meetings prepared by the Office of the Convention Coordinator of the National Education Association. It includes, as usual, a comprehensive listing of major national meetings scheduled for 1966-67, and less complete listings for future years. There is also a listing of conventions of state education associations affiliated with NEA, and of special events of interest to educators.

As you know, the Division of Press, Radio, and Television Relations provides press service for many of the national meetings listed here. If you are interested in coverage of any of these, we will be glad to assist you with advance information, programs, and other materials.

Roy K. Wilson, Director
Division of Press, Radio, and
Television Relations

Enclosure

National Education Association

NATIONAL EDUCATION ASSOCIATION OF THE UNITED STATES

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ADAMS 4-4848

August 1966

Memorandum to: Presidents of Local Education Associations
Affiliated with the NEA

Dear Colleague:

For a couple of years (1962 and 1963) the National School Public Relations Association produced a Planning Calendar which was only moderately successful. It was a low-cost item and probably did not include enough features to make it an indispensable item on the desk. NSPRA has reviewed the original project and noted several ways to make the Planning Calendar more useful.

The staff of the Division of Press, Radio and Television Relations believes the new 1966-67 School Public Relations Planning Calendar that has been produced by the National School Public Relations Association is such a useful item that we have purchased a bulk supply so that we can share a copy with you and with the chairman of each local public relations committee whose name has been reported to the office of the NEA consultant for local associations.

You will find that the Planning Calendar makes specific suggestions for public relations activities month by month and helps you organize in advance your PR schedule for the entire year.

The booklet devotes four pages to each month. Major days and weeks which schools often observe are listed for each month, as well as major national conferences.

A novel feature of the School Public Relations Planning Calendar is the section on "The Thirteenth Month," which lists other PR activities that do not logically fit some particular month or time of the year but can be carried out at any time.

There are also annotated lists of selected films and publications, which you may wish to use in developing your school public relations program.

A planned year is bound to be a successful one. As the year unfolds, please write to us if we can be of help to you in supplying information to assist you with any of your public relations projects.

Cordially,

Roy K. Wilson

Roy K. Wilson, Director
Division of Press, Radio and
Television Relations